TOURO COLLEGE

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PRESIDENT and CEO

SELF-STUDY DESIGN

SUBMITTED TO
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MIDDLE STATES COMMISSION ON HIGHER EDUCATION

SUBMITTED BY
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I. INTRODUCTION: INSTITUTIONAL OVERVIEW OF TOURO COLLEGE

Touro College received its charter from the Board of Regents of the State of New York in January 1970. The College enrolled its first class of 35 freshmen in September 1971 and was granted its initial full Middle States Commission on Higher Education accreditation in 1976.

 Classified as a master’s level comprehensive institution, Touro College enrolls more than 17,001 students in its undergraduate, graduate, and professional schools in New York, California, Nevada, Florida, and several branch campuses abroad. In 2012 and 2013, U.S. News and World Report ranked Touro as a Tier One institution among master’s level institutions in the North and ranked the College first in the region with its undergraduate students carrying the lowest level of loan debt at graduation.

MSCHE accreditation extends to all of Touro’s campuses and branch locations in New York, and its branch campuses in Florida (opened in 2008), Berlin (2005), Jerusalem (relocated in 2010), Moscow (1991), and Paris (2008). Since 2005, Touro’s schools in California and Nevada have been separately accredited by WASC and are, therefore, not included within the scope of this self-study.

Student enrollment in 2013 at Touro New York is 7216 undergraduate, 6693 graduate, and 1781 graduate professional school registrants.

The institution describes itself as the Touro College and University System since its branches in the West have achieved university status.

Touro College today encompasses four undergraduate schools: The Lander Colleges, The New York School of Career and Applied Studies (NYSCAS), The Institute for Professional Studies (Machon L’Parnasah), and The School for Lifelong Education (SLE). These schools offer baccalaureate degrees, associate degrees, and certificates. Additionally, The Graduate Schools of Business, Education, Health Sciences, Jewish Studies, Psychology, Social Work, and Technology offer master’s degree programs. Lastly, the three professional schools—Jacob D.
Fuchsberg Law Center, Touro College of Osteopathic Medicine, and Touro College of Pharmacy—grant first professional doctoral degrees.

With the School of Health Sciences (programs in occupational and physical therapy, physician assistant studies, nursing, and speech language pathology), the School of Osteopathic Medicine and Pharmacy, and their counterparts in California and Nevada, Touro College has emerged as one of the major providers of allied health and medical education in the United States.

The institution is headed by a President and CEO, who report to a 15-member Board of Trustees.
II. MISSION STATEMENT

The following is The Mission Statement of Touro College, most recently revised in March 2013.

Touro College is an independent institution of higher education under Jewish auspices, established to transmit and perpetuate the Jewish heritage as well as serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice, and service to society. Touro offers undergraduate and graduate programs in Jewish studies, the liberal arts and sciences, and the professions including education, law, medicine, pharmacy, the allied health sciences, social work, and business. These programs serve diverse components of the Jewish community and the larger society, especially those who have been underserved in the past. Touro is a college where personal growth, scholarship, and research are fostered and where men and women are prepared for productive lives of dignity and values.

The Jewish heritage embraces two fundamental components, the particular and the universal, as reflected in Hillel's dictum in Ethics of the Fathers, "If I am not for myself, who will be for me? And if I am concerned only with myself, what am I?" This teaching shapes the core values of the College, which include a commitment to quality education for all; the treatment, with integrity and respect, of all students, faculty and staff; the role of ethics in the professions; and the building of a responsive and responsible society.

The goals of the College are the following:

GOAL 1

To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry as well as to incorporate Jewish studies into selected programs on the undergraduate, graduate, and professional levels.
GOAL 2
To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach

GOAL 3
To further the career interests and professional aspirations of our students through a broad range of academic programs and related activities

GOAL 4
To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning

GOAL 5
To promote and support faculty and student research and scholarship

GOAL 6
To develop and provide educational opportunities to underserved students in diverse communities

GOAL 7
To maintain Touro as a learner-centered community in consonance with the College mission

GOAL 8
To expand educational opportunities through distance learning and blended programs
III. RECENT DEVELOPMENTS AT TOURO COLLEGE

Since its last decennial accreditation, Touro College has grown and evolved into a stronger institution, which, while maintaining its focus on serving diverse undergraduate student populations within a community setting, has also expanded significantly its graduate offerings with the opening of the School of Social Work (2006), Osteopathic Medicine (2007), the School of Pharmacy (2008), and the Graduate School of Technology (2011).

The College has bolstered its infrastructure resources with the opening (2007) of a new campus for its Law School in Central Islip, and for the Lander College for Women in Manhattan and School of Health Sciences in Bay Shore, Long Island.

The most significant developments since 2009, following the PRR and Touro’s reaffirmation of accreditation, include the following:

A. Changes and Evolution of Senior Executive Leadership

- Following the death of Dr. Bernard Lander, the College’s founding president, in Summer 2010, the Trustees of the College selected Dr. Alan Kadish to succeed him as president and CEO. Dr. Kadish had joined Touro as senior provost in 2009, after a distinguished 18-year career at Northwestern University and prior to that at the University of Michigan.

- In 2012, a new dean was appointed after a lengthy search process to lead the Touro Jacob D. Fuchsberg Law Center. In the same year, two new managerial positions were created: vice president of online education (filled internally), reflecting the importance of online offerings and potential future growth in this area, and vice president for technology (filled externally), reflecting the importance of technology capabilities for institutional effectiveness.

- In 2013, two executive vice president positions were created and filled through internal promotions.
A new Vice President for development was selected and staffing of that office was significantly expanded.

B. Expansion of Graduate Programs and Online Offerings

Although, in keeping with its mission, the College has maintained its focus on serving diverse undergraduate student populations within a community setting, the past five years have included significant growth in professional and graduate school enrollment—with both the osteopathic and pharmacy schools reaching full capacity. A branch of The College of Osteopathic Medicine is projected to open in August 2014 in Middletown, New York.

The Graduate School of Education now offers three blended online master’s degrees and additional online options are available through the Graduate School of Technology. The number of undergraduate courses offered online has grown by 74 percent since 2009.

C. Strengthening of Fiscal Position

Since 2009, Touro has solidified its fiscal resources. Consolidated net assets increased substantially from $238 million to $360 million in 2012, and cash investments have grown from $140 million to $156 million.

D. Improvements in Marketing and Public Relations

Cognizant of the importance of better positioning in a highly competitive educational marketplace, Touro has created and staffed a public communication office, affording the College greater publicity, and is now engaged in a total redesign of its website. To improve internal communications, the “myTouro” portal was launched in 2012.

E. Improvements in Organizational Structure

Actions implemented to improve organizational processes and procedures have included:
Codification of policies and procedures, including a new conflict of interest policy and an academic integrity policy

Establishment of the Offices of the Legal Counsel and Compliance, Sponsored Research, Campus Security, and Emergency Preparedness.

F. Focus on Academic Quality

Touro was successful in securing specialized accreditation for its social work, pharmacy, and osteopathic medicine programs. A TEAC team visit to the Graduate School of Education was completed in March 2013 and final action is pending.

At the undergraduate level, the College has consolidated several locations. A cycle of academic program reviews, covering all baccalaureate majors, is scheduled to be completed in early 2014.

G. Improvements in Student Services

A reorganization plan, designed to modernize student services—admission, bursar, financial aid, and registration—was implemented in the past year, and many recent functions have been improved through technology and the introduction of online services, previously unavailable to students. To centralize oversight, Touro expects to appoint a vice president for student administrative services by January 2014.

H. Acquisition of New York Medical College

In May 2011, the U.S. Department of Education approved Touro’s acquisition of New York Medical College (NYMC) in Valhalla, N.Y. Dr. Alan Kadish, President and CEO of Touro, also serves as president of NYMC, which remains independently accredited by MSCHE. With the change of ownership, the Board of NYMC is controlled by Touro College.
IV. Preparation for the Self-Study

In 2012, President Alan Kadish selected Vice President Robert Goldschmidt, Touro’s Accreditation Liaison Officer, to serve as the Chair of the Self-Study Steering Committee.

Based on consultation between the President and the Chair, two Co-Chairs were appointed, and the President invited 24 members of the Touro College community to serve on the Middle States Self-Study Steering Committee. The membership of the committee is broadly representative of the various constituencies of the College, including administrators, faculty, staff, program directors, and a student.

The chair attended the Middle States Self-Study Institute in Wilmington, Delaware, in November 2012 and also participated in a Middle States workshop on integrating strategic planning and self-study on April 19, 2013.

A series of presentations on the self-study and accreditation process were scheduled for December 2012—March 2013 for the Faculty Assembly, the Graduate Deans Council, the Executive Management Committee and the Faculty Senate. Additional presentations were incorporated into Faculty Development Day, April 18, 2013, and in the Faculty Senate meeting of April 25, 2013. The draft design document was reviewed at the Faculty Assembly meeting of May 20, 2013.

At the first meeting of the Steering Committee, on January 3, 2013, all members were provided with copies of Characteristics of Excellence. During the next three meetings, accreditation standards were reviewed in depth. The comprehensive model was selected as the format for the self-study, a timeline was discussed, and the outcomes of the internal review were identified. At its fourth meeting, the committee discussed the membership of the eight Task Forces and approved co-chairs for each.

In the next phase, starting April 1, 2013, the chair and co-chairs of the Steering Committee met with the heads of the Task Forces and discussed a list of potential questions that would frame the charges for the self-study. The final list of revised research questions was
reviewed and approved by the Steering Committee at its meetings of April 22, April 30, May 10, and May 13, 2013.

Dr. Tito Guerrero, Vice President of MSCHE, conducted a one day visit to Touro College, Wednesday, May 22 and met with the Steering Committee and various constituency groups. Based on suggestions he shared, the Chair and Co-Chairs of the Steering Committee made some minor revisions in the document and added a detailed section relating to the format and style of Touro College Self-Study.
V. GOALS OF THE SELF-STUDY

The expected goals of our Self-Study are as follows:

1. To energize and galvanize the Touro College community through participation in an important reflective process that will lead to constructive changes.
2. To empower all constituencies of the College community with a voice in the self-study process in order to deepen institutional self-understanding and consensus.
3. To assess the impact of institutional changes and renewal in the past five years on the operations, missions and goals, and strategic plan of the College.
4. To review, clarify, and, as necessary, recommend changes in the institution’s mission and goals in light of internal and external developments.
5. To identify, both in academic and in administrative areas, institutional strengths as well as weaknesses, and to make appropriate recommendations for improvements.
6. To enhance ongoing assessment processes and the use of results throughout the institution.
7. To identify challenges Touro is likely to face in the future and to suggest strategies for addressing them.
8. To demonstrate through a comprehensive self-study that MSCHE accreditation standards are met.
9. To craft a self-study document that can serve as a guide for future institutional planning, change, growth, and renewal.

In essence, the self-study will serve both to evaluate Touro’s current performance and as a planning document for the future of the institution.
VI. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND THE TASK FORCES

The President and the Chair of the Self-Study Committee made a conscious decision to create a large Steering Committee of 25 members that would include representatives from the various programs and schools of Touro College. It is expected that this committee will facilitate an effective and participatory self-study process.

A. STEERING COMMITTEE MEMBERSHIP IS AS FOLLOWS:

- Robert Goldschmidt, Vice President for Planning and Assessment, Chair
- Nadja Graff, Associate Dean, School of Health Sciences, Co-Chair
- Eric Linden, Director of Assessment and Evaluation, Co-Chair
- Stanley Boylan, Vice President for Undergraduate Education, Dean of Faculties
- Barry Bressler, Dean of Undergraduate Business
- Aliza Ganchrow, Student Government Leader
- Raul Garcia, Assistant Professor, History, NYSCAS
- Menachem Genack, Trustee
- Frada Harel, Chair, Language and Literature, NYSCAS
- Avery Horowitz, Dean of Advisement and Counseling
- Donne Kampel, Associate Dean of Faculties
- Moshe Krupka, Executive Vice President
- Hindy Lubinsky, Chair, Speech-Language Pathology, Director of Graduate Speech Program, School of Health Sciences
- LaMar Miller, Dean of Graduate School of Education
- Mel Ness, Senior Vice President for Finance and Chief Financial Officer
- Lenin Ortega, Assistant Dean, NYSCAS
- Mark Press, Professor and Chair, Department of Psychology
- Thomas Rozinski, Associate Professor, Political Science
- Alan Schoor, Senior Vice President for Operations
- Bashe Simon, Director of Libraries
- Marian Stoltz-Loike, Vice President for Distance Education and Dean of LCW
- Ira Tyszler, Dean of Enrollment Management & Institutional Research
B. Task Forces

Eight task forces were created to address the 14 standards of Characteristics of Excellence, with each headed by two co-chairs, at least one of whom is also a member of the Steering Committee. They will ensure effective communication between the Task Forces and the Steering Committee.

Task Force 1: Mission and Goals (Standard #1)

Planning Resource Allocation and Institutional Renewal
(Standard #2)

Co-Chairpersons:

Dr. Stanley Boylan  
Vice President for Undergraduate Education and Dean of Faculties

Dr. Nadja Graff  
Associate Dean, School of Health Sciences

Task Force 2: Institutional Resources (Standard #3)

Co-Chairpersons:

Mr. Mel Ness  
Senior Vice President and Chief Financial Officer

Mr. Alan Schoor  
Senior Vice President and Chief Administrative Officer
Task Force 3: Leadership and Governance (Standard #4)
Administration (Standard #5)

Co-Chairpersons:

Dr. Howard Feldman  Chairperson, Undergraduate Faculty Senate
Professor, Biology

Mr. David Raab  Executive Vice President

Task Force 4: Institutional Integrity (Standard #6)

Co-Chairpersons:

Mr. Michael Newman  Director, Legal Affairs and Compliance
Professor Thomas Rozinski  Assistant Professor, Political Science

Task Force 5: Student Admissions and Retention (Standard #8)

Student Support Services (Standard #9)

Co-Chairpersons:

Dr. Avery Horowitz  Dean of Advisement and Counseling
Dr. Rivka Molinsky  Coordinator for Student Affairs, Graduate Division, Chair and Director of the OTA Program

Task Force 6: Faculty (Standard #10)

Co-Chairpersons:

Dr. Donne Kampel  Dean, Administration (Graduate Division), Associate Dean of Faculties for Faculty Development

Dr. Moshe Sokol  Dean and Professor, Philosophy (Lander College for Men)
Task Force 7: Educational Offerings (Standard #11)
   General Education (Standard #12)
   Related Educational Activities (Standard #13)

Co-Chairpersons:
   Dr. LaMar Miller              Dean, Graduate School of Education
   Dr. Marian Stoltz-Loike      Vice President of Online Education and
                              Dean of Lander College for Women

Task Force 8: Institutional Assessment (Standard #7)
   Assessment of Student Learning (Standard #14)

Co-Chairpersons:
   Dean Robert Goldschmidt      Vice President for Planning and Assessment and
   Dr. Eric Linden              Dean of Students
                              Director, Assessment and Evaluation

The complete membership list of each task force is presented in Appendix A.

C. Responsibilities of the Steering Committee

The responsibilities of the Steering Committee are the following:

- Select self-study model
- Organize task forces to address MSCHE standards
- Develop charges for the task forces
- Approve final set of questions
- Facilitate work of task forces
- Review and Revise Draft Chapters submitted by Task Forces
D. Responsibilities of the Self-Study Chair

The responsibilities of the Self-Study Chair are the following:

- Conduct orientation sessions about Self-Study for various constituencies
- Provide overall leadership for Self-Study process
- Keep process on schedule
- Guide development of task force charges
- Communicate with various stakeholders
- Prepare final draft of Self-Study design
- Provide progress reports to president, chancellor, board of trustees
- Attend MSCHE workshops
- Maintain communication with MSCHE VP liaison
- Maintain communication with evaluation team chair
- Organize and plan visits by MSCHE VP liaison and preliminary visit by evaluation team chair
- Edit final draft of Self-Study (with assistance of co-chairs)
- Organize and plan visiting team schedule and all logistics related to it
- Prepare institutional response to draft report of visiting team

E. Responsibilities of the Self-Study Co-Chairs

The responsibilities of the Self-Study Co-Chair are the following:

- Assist with development of task force charges
- Chair two task forces
- Maintain communication with task forces
- Co-ordinate and facilitate data-gathering activities
- Serve as trouble-shooters, addressing problems during the process
- Maintain and update information postings on website
- Assist the chair in editing final drafts of Self-Study sections
- Provide other assistance as requested by the Self-Study Chair
The Steering Committee carefully reviewed the three models suggested by the Commission for Self-Study: Comprehensive, Selected Topics, and Collaborative.

In light of the changes in and evolution of the institution since the last decennial accreditation review, and the plan for Touro to achieve University status in New York State, the Steering Committee decided that Touro would be best served by adopting the comprehensive model for its re-accreditation self-study. This would enable the institution to evaluate all aspects of its programs, services, procedures, resources, and capabilities.

Instead of tracking every standard individually, the Steering Committee chose to logically combine standards into eight groupings, each assigned to respective task forces.
VIII. TASK FORCE CHARGES

The following is the listing of charges for the eight Task Forces:

**Task Force 1**

**Standard 1 (Mission & Goals)**

**Standard 2 (Planning Resource Allocation and Institutional Renewal)**

*Please refer to: Characteristics of Excellence in Higher Education, pp. 1-8*

Standard 1: Mission and Goals

- The institution’s mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

1. What mechanisms exist for the periodic review and revision of the Mission and Goals statement? How has the College’s statement of Mission, Goals, and Objectives evolved
over the past 5 years? What was the nature of the changes introduced, and when and why did the changes occur (identify internal and external influences)?

2. How effectively does the Mission and Goals statement guide college planning, programmatic initiatives, and curriculum development? To what extent do the institutional Mission and Goals serve as a frame of reference for decisions made regarding student recruitment and admissions, the curriculum, the faculty, and allocation of resources?

3. How effectively does the institution publicize/communicate its mission and goals to faculty, staff, and students? How well is the College mission perceived and understood by the various college constituencies? What additional steps might be taken to better communicate the mission of the College?

4. What are and how effective are the processes for institutional strategic planning? How and why have the processes changed over the past 5 years? What is the linkage between the College’s strategic plan and its budgeting and resource allocation process? How can the planning process be improved?

5. What are and how effective are the processes for school/unit level planning? What are the strengths and weakness of the College’s planning processes? What measures and processes need to be implemented to enhance planning at the school/unit level?

6. How has the implementation of the College’s Strategic Plan 2008-2013 been assessed? How clearly are the objectives articulated and benchmarks specified? Evaluate the progress of the College’s proposed doctoral programs and its effort to achieve university status. What has been the impact of potential university status on College governance and structure? Assess the growth of graduate and professional programs.

7. In what ways do the planning processes provide evidence of a commitment to institutional renewal? What are the opportunities and challenges Touro faces for institutional renewal?
INSTITUTIONAL RESOURCES

TASK FORCE 2

STANDARD 3 (INSTITUTIONAL RESOURCES)

Please refer to: Characteristics of Excellence in Higher Education, pp. 9-11

Standard 3: Institutional Resources

- The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

1. To what extent have the College’s fiscal, capital, human, facilities, library, and technology resources evolved and matured since 2009? What new strategic priorities, objectives, and metrics have been developed since the prior self-study regarding the allocation of resources? How do these priorities, objectives, and metrics effectively serve the mission?

2. How effective is the College’s budgeting process? How can the process be strengthened and improved?

3. To what extent are the College’s expenses in line with the institution’s mission, goals and operational requirements? How has the breakdown of revenue and expenditures changed over the past decade? What has been the resulting impact of these changes on the College?

4. How are assumptions developed to support fiscal projections? What forms of fiscal accountability (strategies, processes, and controls) are in place to assure that resources are allocated in a manner consistent with the annual approved plans?
5. What processes are in place to evaluate institutional control of financial, facilities, and technology operations? How does the institution use audit results to provide continuous improvement?

6. How effectively does the College utilize its facilities? How adequate are the procedures for upkeep and maintenance, and renewal of facilities and equipment?

7. How effectively does Touro utilize technology to support teaching and learning, and administrative functions?

8. What plans exist for increasing non-tuition revenues over the next 3 to 5 years? How effectively do fundraising and grant operations contribute to resource development?

9. How well-integrated are Touro’s WASC accredited schools and NYMC within the institution’s financial planning and budgeting process?

10. What is being done to ensure the quality of classrooms, including keeping current with innovative teaching and learning technologies? To what degree does the current inventory of classrooms meet the instructional needs of the College?

11. How does the College reprioritize resources in light of changing enrollment patterns?
Task Force 3

Standard 4 (Leadership and Governance)

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5 (Administration)

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

1. What have been the major developments in institutional leadership in the past five years? How has the institution’s governance and organizational structure evolved and changed since 2009?

2. How effectively does this governance structure support the needs of a complex institution? What are the strengths and weaknesses of the current governance structure?

Please refer to: Characteristics of Excellence in Higher Education, pp. 12-20 as well as Governing Boards: Understanding the Expectations of the Middle States Commission on Higher Education
3. How well-defined are the goals, organizational (committee) structure, fiduciary and oversight responsibilities, and conflict of interest policies of the Board of Trustees and Board of Governors?

4. How effectively is the Board discharging its responsibilities for resource development? To what extent has the Board strengthened its outreach and development capabilities?

5. What processes does the Board use to periodically assess its effectiveness?

6. Evaluate the relationship between administration and faculty leadership.

7. How effectively does the administrative structure support and enhance the academic mission and goals of the College?

8. Evaluate the effectiveness of administrative and faculty committees in terms of their composition, functions, and objectives. How effective are the mechanisms for disseminating and implementing committee decisions?

9. How effective is senior leadership in decision making and establishing and implementing institutional policy?

10. What processes are used to periodically evaluate administrative organization and performance?
In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

1. What methods does Touro use to communicate its code of conduct and relevant college policies, including academic integrity, to its students and faculty? How effective is this communication?

2. How effective are the institution’s processes in ensuring academic integrity and adherence to the code of conduct?

3. Evaluate Touro’s policies and processes to address student grievances.

4. Evaluate Touro’s policies and processes to address faculty grievances, including those relating to employment issues.

5. What are Touro’s policies to prevent conflicts of interest? How are these policies evaluated and what changes have resulted?

6. What is the institution’s policy regarding intellectual property rights, and how effective is this policy?
7. How effective are the institution’s processes for reviewing the accuracy and correctness of information about Touro that it publishes in print, digitally, and online?

8. How effectively does Touro monitor its compliance with federal and state regulatory requirements and regional accreditation standards?
Student Admissions, Retention, and Support Services

Task Force 5

Standard 8 (Student Admissions and Retention)

Standard 9 (Student Support Services)

Please refer to: Characteristics of Excellence in Higher Education, pp. 31-36

Standard 8: Student Admissions and Retention (Undergraduate and Graduate)

➢ The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Standard 9: Student Support Services

➢ The institution provides all student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

1. Are admissions and financial aid information readily available in an accessible format to assist prospective students in making informed decisions about applications and enrollment?

2. How have changes in admissions policies affected retention and completion rates? How do retention and completion rates impact admissions and student services?

3. What services assist students in achieving their degree goals? How effective are advisement and career services in helping students achieve these goals?

4. How effective are the remediation programs and services provided to undergraduate students by learning resource centers and tutors?
5. How does the Technology Department support the needs of student service departments? Describe the institution’s progress towards the implementation of online services, including registration. How is technology used to disseminate information to prospective and current students and alumni?

6. How do student services—financial aid, registrar, career services, advisement—reflect Touro’s mission, goals and objectives? How appropriate and effective are student services in light of multiple locations and diverse student needs?

7. What is the student services organizational structure and supervisory process? Evaluate the resources for serving students.

8. How well do Touro’s financial aid policies support its mission and enrollment goals?

9. How effectively does the College support students with special needs?

10. How frequently are student support services assessed? What improvements have been implemented in student support services in the past 5 years?

11. What co-curricular activities are offered to enhance student life?

12. How satisfied are students with Touro’s academic support and student services?
FACULTY

TASK FORCE 6

STANDARD 10 (FACULTY)

Please refer to: Characteristics of Excellence in Higher Education, pp. 37-39

Standard 10 (Faculty)

- The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

1. What is the distribution of faculty by full-time, part-time, rank, ethnicity, gender, and length of service? How have the demographics changed over the past 5 years? How has the utilization of part-time faculty changed over the past 5 years?

2. How does the institution ensure that sufficient faculty—undergraduate, graduate, and professional—are available to deliver the curriculum?

3. Assess the institution’s policies and practices for the appointment of full-time and part-time faculty. How does the institution’s hiring plan address the challenge of faculty renewal?

4. How effective is the system of orientation and support for full-time and part-time faculty?

5. In what ways does the college evaluate faculty performance with regard to teaching effectiveness, scholarship, and service?

6. What mechanisms does the college use to promote professional development?

7. How has integration of technology into the curriculum changed over the past five years? How effective has the institution been in providing resources, guidance, and support?
8. How are faculty involved in academic program development, assessment, and improvement?

9. How are policies regarding reappointment, promotion, and termination communicated, disseminated, and implemented? Do these policies include appropriate standards for due process and safeguards to protect academic freedom?

10. How are department chairs, undergraduate and graduate, selected and how are their responsibilities defined and their performance evaluated?
EDUCATIONAL OFFERINGS, GENERAL EDUCATION, AND RELATED EDUCATIONAL ACTIVITIES

Task Force 7

Standard: 11 (Educational Offerings)

Standard 12 (General Education)

Standard 13 (Related Educational Activities Distance Education, Additional Locations, Basic Skills, and Certificate Programs)

Please refer to: Characteristics of Excellence in Higher Education, pp. 40 -62

Standard 11 (Educational Offerings)

- The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

1. What have been the most significant changes in Touro’s academic program offerings in the past five years, including changes in program delivery?

2. What evidence demonstrates that the College’s programs have academic content and rigor appropriate for these degree levels?

3. How effectively are educational offerings supported by the College’s information technology and library resources?

4. Evaluate the process of curriculum design, assessment, and revision. How are faculty involved?

5. How are internships, experiential learning, independent study and research incorporated within the departmental curricula?
6. Evaluate the institution’s policies for awarding transfer credits at the undergraduate and graduate levels.

7. How do graduate programs promote the development of research skills and independent thinking?

**Standard 12 (General Education)**

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

1. What are the goals of general education, and how are they communicated to students?

2. How does Touro assess that its graduates have acquired competence in oral and written communications, scientific and quantitative reasoning, information and technological literacy, and critical thinking skills?

3. How effective is the collaboration between faculty and library staff in enhancing students’ information literacy skills?

**Standard 13 (Related Educational Activities - Distance Education, Additional Locations, Basic Skills, Certificate Programs)**

- The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

1. How do current policies ensure that offerings at all locations or sites meet the College’s standards for academic rigor and quality of instruction?
2. How do current policies ensure that distance learning offerings meet the College’s standards for academic rigor and quality of instruction?

3. What is the process for selecting, training, supporting and evaluating faculty teaching in distance learning courses and programs both at the undergraduate and graduate levels?

4. How does the institution assess the effectiveness of technology and support services for students in distance learning programs?

5. What procedures are in place to ensure that registrants’ identity verification are in line with federal requirements and to safeguard academic integrity in online courses?

6. How does the institution demonstrate its commitment to providing programs and services for underprepared students? Do these programs and services achieve their stated student learning, retention, and development goals?

7. What are the procedures for identifying, placing, serving, and assessing the achievement of underprepared students?
Task Force 8

Standard 7 (Institutional Assessment)

Please refer to: Characteristics of Excellence in Higher Education, pp.25-30 & pp. 63-68

Standard 7 (Institutional Assessment)

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

Standard 14 (Assessment of Student Learning)

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

Standard 7 (Institutional Assessment)

1. Which processes currently exist to assess how effective the institution is in achieving its stated goals? What gaps need to be addressed?
2. Identify significant achievements in assessing institutional effectiveness over the last five years.
3. What studies have been conducted to measure students’ satisfaction with their Touro experience?
4. How are results of effectiveness studies shared?
5. How effective are current processes for communication with regulatory agencies and regional accreditors? How are administration and faculty informed of changing regulations?

6. How have the findings of institutional assessment reviews been used to enhance services, policies, and administrative office functions?

**Standard 14 (Assessment of Student Learning)**

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

1. Summarize the process for developing, reviewing and revising students’ learning goals across undergraduate programs. How effective is the process?

2. Summarize the process for developing, reviewing and revising students’ learning goals across graduate and professional programs. How effective is the process?

3. What measures are used for assessment of student learning and what evidence exists that assessment findings have been used for improving teaching, learning, and services in undergraduate schools? What are the strengths and weaknesses of current practices?

4. What measures are used for assessment of student learning and what evidence exists that assessment findings have been used for improving teaching, learning, and services in graduate and professional programs? What are the strengths and weaknesses of current practices?

5. What initiatives have been implemented to improve assessment of general education outcomes? What evidence exists that students are meeting general education goals?

6. Assess the effectiveness of strategies to measure student achievement in basic skills courses. What improvements have been implemented in basic skills courses as a result of assessment findings?

7. Evaluate the progress made in advancing a culture of assessment in the last five years. How does the college evaluate the effectiveness of its assessment procedures?
IX. MIDDLE STATES SELF-STUDY DOCUMENTATION ROAD MAP

The following is a listing of supporting documents for the eight task forces. Note: Appendix B includes the listing of documents cross-referenced by the MSCHE Standards. Many documents relate to multiple standards.

**Task Force 1: Mission and Goals; Planning, Resource Allocation, and Institutional Renewal**

- Touro College 2013 Mission and Goals Statement
- Touro College 2009 Mission and Goals Statement
- Mission Statements of the Schools/Divisions of Touro College
- Goals Statements of Student Services Unit
- College Catalogs
- HERI Faculty Survey
- Faculty Development Day 2013 Survey
- Touro College Strategic Plan 2008-2012
- School/ Unit Plans
- Substantive Change Submissions
- Five Year Enrollment Data
- Institutional Priorities Survey (IPS)
- Library Mission Statement
- Institutional Technology Plan
- Library Plan
- Institutional Emergency Plan
- Advancement Plan

**Task Force 2: Institutional Resources**

- Audited Financial Statements for Five Years
- Form 990 for Five Years
- 2012-2013 Budget
- 2013-2014 Budget
- Five Year Financial Projections (2013-2018)
KPMG Management Letter
- Advancement Office Action Plan
- Tuition and Fees by School
- Grants and Outside Contributions
- Inventory of Computer Resources
- Inventory of Library Resources
- Inventory of Touro Facilities 2013
- Library Holdings Data

**Task Force 3: Leadership and Governance, and Administration**

- Touro College and University System Organization Chart
- Touro College Organization Chart
- Touro College Academic Organization Chart
- Job descriptions of President, Chancellor, Executive Vice Presidents, and Senior Administrators
- Board of Trustees with Bios
- Board of Trustees By-Laws
- Board of Trustees Committees
- Board of Trustees Committees’ Minutes
- Conflict of Interest Statement
- Agendas and Minutes of Trustees Meetings 2011-2013
- Senior Management Group Membership and Bios
- Senior Management Group Meeting Agendas and Minutes 2011-2013
- Faculty Handbooks
- Academic Council Membership
- Agendas of Academic Council Meetings 2011-2013
- Faculty Senate By-Laws
- Faculty Senate Meetings 2010-2013
- Graduate Deans Council, Agendas, and Minutes 2011-2013
- Graduate Faculty Council Membership
- Agendas of Graduate Faculty Council Meetings
- Faculty Assembly Meetings: Agendas 2011-2013
- Annual Institutional Profile for MSCHE

**Task Force 4: Integrity**

- Faculty Handbooks
- Administrative Employees Handbook
- Conflict of Interest Policy
- FERPA Policy
- Office of Legal Counsel and Compliance Policies
- Academic Integrity Policy
- Internal controls for Web Postings and Advertising Policy
- Student Handbooks
- Mission and Goals of Internal Audit Office
- Mission and Goals of the Office of Legal Counsel and Compliance
- Institutional Review Board (IRB)
- Policies Regarding Academic Freedom
- Policies against Sexual Harassment
- Non-Discrimination Policies
- Human Resources Policies on Employee Recruitment
- Online Training Webinars
- Viewbooks

**Task Force 5: Student Admissions and Retention, and Student Support Services**

- Touro College Website
- College Viewbooks
- Profiles of Entering Undergraduate Classes 2009-2012
- Profiles of Graduate School Entering Classes 2009-2012
- Annual Retention Statistics 2009-2012:
  - For Associate degree students
  - For Baccalaureate students
  - For Professional and Graduate Schools
- Listing of Advisors and Counseling Staff (with credentials)
- Student Handbooks
- Advisement Handbook
- Noel-Levitz Student Satisfactory Survey
- Senior Surveys
- CIRP Freshman Survey
- Learning Resource Centers Self-Study
- Career Services Self-Study
- Registrar’s Office Self-Study
- Advisement Publications
- Orientation Manuals and Procedures
- Job Placement Records
- Students with Disabilities Manual

**Task Force 6: Faculty**

- Undergraduate Faculty Handbook
- Graduate Division Faculty Handbook
- IPEDS 2013
- Higher Education Research Institute (HERI) Survey
- Undergraduate Faculty Profile
- Graduate Division Faculty Profile
- Professional Schools Faculty Profile
- Curriculum Committee Meeting Agendas and Minutes 2009-2013
- Academic Council Meetings Minutes
- Graduate Division Faculty Council Minutes
- Minutes of Promotion Committee
- Annual Chairs’ Reports 2011, 2012
- Faculty Self-Evaluations (Samples)
- Faculty Compensation By Rank
- Faculty Senate
- Institutional Priority Survey (IPS)
**Task Force 7**: Educational Offerings, General Education, and Related Educational Activities

- Inventory of Registered Programs
- Catalogs–Viewbooks
- Baccalaureates degree candidates by major, five year Trend Data
- Institutional Profile (AIP)
- IPEDS
- Minutes of Undergraduate Department Meetings
- Accreditation Self-Studies: Law School, Osteopathic School, Pharmacy School, TEAC (Graduate School of Education), School of Social Work
- 2004 Middle States Self-Study
- Academic Program Reviews (Undergraduate)
- NSSE Results
- Academic Proficiency Test Results
- Major Field Tests
- CPA Exam Results (Multi-Year)
- Occupational Therapy, Physical Therapy, Physician’s Assistant Licensure Examination Results
- Online Course Evaluations
- Undergraduate and Graduate School Course Evaluations

**Task Force 8**: Institutional Assessment and Assessment of Student Learning

- Audited Financial Statements
- KMPG Management Report
- Internal Audit Reports
- Technology Assessment Report
- Department Chairs Annual Reports
- Library Surveys
- Online Course Evaluation Surveys
- Williams Report on Student Services
- Loike Report on Distance Education
- HERI Survey
- Action Plan of Student Services Offices
- Noel-Levitz Student Satisfactory Survey
- Noel-Levitz Institutional Priorities Survey (IPS)
- Graduate School Admission Test Results (GRE, LSAT)
- New York State Teachers Licensure Exam Data
- Undergraduate Academic Program Reviews
- Schweitzer Report
- CPA Exam Results
- New York States Teachers Licensure Examination Results
- Major Field Tests
- Departmental Rubrics (samples)
- Accreditation Self-Studies of Graduate and Professional Schools
- Accreditation Team Reports of Graduate and Professional Schools
- Graduate and Professional Schools: Improvements Implemented Following Visits
- 2004 Middle States Self-Study
- 2010 Progress Report to MSCHE
- Career Services Self-Study
- Registrar’s Office Self-Study
- Policies Relating to Academic Program Reviews
- Departmental Curriculum Maps
- Summary of Direct and Indirect measures used for Learning Assessment
- Samples of Course Syllabi
- Senior Surveys
- Alumni Survey
- Student Evaluations of Course and Instructors
- Learning Resource Centers Self-Study
- School for Lifelong Education Outcomes Survey
- Israel Option Student Survey
- Five Year Retention Data for Associate and Baccalaureate Students
- Five Year Graduation Data for Associate and Baccalaureate Students
- Five Year Retention Data for Graduate and Professional Schools
- Five Year Graduation Data for Graduate and Professional Schools
# X. Timetable of the Self-Study

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 2012</td>
<td>President Kadish appoints Self-Study Chair.</td>
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<td>November 2012</td>
<td>Chair attends Self-Study Institute</td>
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<td>(November 8-9, Wilmington, DE).</td>
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<tr>
<td>December 2012</td>
<td>Steering Committee is organized.</td>
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<tr>
<td>January 3, 2013</td>
<td>First Meeting of Steering Committee.</td>
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<td>January – February, 2013</td>
<td>Steering Committee reviews accreditation standards and organizes task forces.</td>
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<tr>
<td>Late February – May 2013</td>
<td>Steering Committee formulates task force charges and develops Self-Study Design.</td>
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<td>May 2013</td>
<td>Draft of Design document is completed.</td>
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<tr>
<td>May 22, 2013</td>
<td>MSCHE Vice President Dr. Tito Guerrero visits Touro.</td>
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<tr>
<td>June 2013</td>
<td>Final draft of Self-Study Design is submitted for approval to Dr. Tito Guerrero.</td>
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<tr>
<td>Mid June 2013</td>
<td>Dr. Tito Guerrero approves Touro College</td>
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<tr>
<td></td>
<td>Self-Study Design.</td>
</tr>
<tr>
<td>November 2013</td>
<td>Brief Progress Reports submitted by Task Forces.</td>
</tr>
<tr>
<td>February 2014</td>
<td>First draft chapters completed by Task Forces are submitted to the Steering Committee.</td>
</tr>
</tbody>
</table>
March 2014  Steering Committee reviews and returns draft chapters to Task Forces.

March 2014  Chair for Touro College Visiting Team is selected.

June 2014  Second draft chapters completed by Task Forces are submitted to the Steering Committee.

July - October 2014  Steering Committee edits first draft of Self-Study.

October – November 2014  Two Touro Town Hall open hearings on Self-Study Draft are held for faculty, staff, and students.

November 2014  Steering Committee chair and co-chairs and members meet with and discuss Self-Study with the following: Trustees, Senior Management Group, Faculty Senate, Graduate Council, Staff Representatives, and Student Representatives

December 2014 - January 2015  Final draft of Self-Study is prepared and approved by the Steering Committee.

December 2014  Preliminary visit by Middle States Team Chair is conducted to Touro College.

February 2015  Accommodations and support resources for Middle States Team are finalized.

February 2015  Self-Study is sent to Team members and to MSCHE; Schedule for Team visit is developed.

April 2015  Middle States Evaluation Team visits Touro College.
(Earlier visit to selected branches)
May 2015  College receives draft Team Report.


June 2015 or November 2015  MSCHE Commission on Higher Education meets and issues Action Letter for Touro College
XI. The Organization of Task Force Reports

The following guidelines will enhance coherence, clarity, and organizational uniformity of the final Self-Study document. Each task force should adhere to the following guidelines as it prepares a draft chapter. The final report to be submitted to MSCHE is the responsibility of the Self-Study Chair and the Steering Committee.

Process Guidelines

- Start by reviewing carefully the charges formulated by the Steering Committee for your task force.
- Read the relevant sections of Characteristics of Excellence and other documents listed at the heading of your charges.
- Determine whether you have to form sub-groups within your task force to divide the work.
- Create a realistic timetable.
- Review existing data resources and determine if additional research needs to be conducted.
- If interviews need to be conducted for data gathering, be sure to schedule them early in the process.
- Be sure to keep minutes (even if brief) of all your meetings.

Content and Structure of Task Force Reports

Each task force report should be 15-25 pages in length and should include the following sections:

1. Introduction – This is a brief summary of the issue area(s) and problem(s) which will be addressed in the chapter.
2. Process – This is a succinct description of a review of the approaches and methodologies utilized. (sources of evidence, key documents)
3. **Description** – This section will provide background information on the area and issues studied and a description of findings.

4. **Analysis of Data** – This section will contain an examination of the findings and evidence responding to the questions, demonstrating that Touro College meets relevant accreditation standards.

5. **Recommendations for Action** – This section will identify strengths and concerns and formulate suggested recommendations for report. Recommendations must be directly related to *Characteristics of Excellence* or the study. The study questions included in the Design document.

6. **Summary**

**Note:**

The Self-Study report will be approximately 200 pages in length (double-spaced). This document will be supported by appendices, data reports, and financial statements, presented in a companion supplement volume.
General Formatting Notes:

- Use 1-inch margins all around.
- Use 1.5 spacing.
- Make all text left-aligned, except where these instructions specify otherwise
- Use Times New Roman font, except for the chapter titles (see below).
- Make all text 12 point/size except for the chapter titles (see below).
- Make the first letter of each chapter a drop cap, dropped by 2 lines.
- Page numbering on chapters should be on bottom right while you’re typing and/or editing. When files are sent to printer, footers will be deleted (temporarily) and page numbers will go to center. Use lower-case Roman numerals (e.g., i, iv, xi) for Executive Summary and Preface; use Arabic numerals (e.g. 1, 4, 11) for chapters.

Chapter Headings and Titles:

- The chapter # should be typed on the first line in 12 point/size type, capitalized, bolded, and centered.
- There should be spacing between the chapter number and the chapter title.
- Title should be white text on a black banner from margin to margin in Bookmaster Old Style font, 18 point/size (use text box or AutoShape).
- Press Enter 2 times (using 1.5 spacing) before first section heading

Tabs:

- Each paragraph should begin with a .5 tab (or first-line indent).
- For bulleted lists, use a.75 indent.
- For numbered lists within standard text, use a.75 indent.
- For numbered lists within a recommendation, do not indent from margin (numbers not bolded).
Capitalization:

- All titles will be lower case UNLESS they are attached to someone’s name (dean, but Dean Goldschmidt)
- Names of offices are capitalized (… the Office of…).
- Department names are not capitalized (academic computer department).
- Course names are capitalized, but studies and disciplines are not—Jewish Studies 101 is a course, but Jewish studies is a discipline
- College should be lower case (unless accompanied by a proper name, obviously)—college, but Touro College, university, but Columbia University.
- If a phrase is followed by an acronym or capitalized abbreviation it should be capitalized—“doctor” by itself is in lower case, but Doctor of Physical Therapy (D.P.T.) is in upper case because it’s followed by the abbreviation. Another example: chief academic office is in lower case unless it’s followed by the acronym—then it’s Chief Academic Officer (CAO)
- “the”, in the School of or the College of, is lowercase
- Governing bodies should be capitalized, i.e., Academic Council, Faculty Assembly, Faculty Senate, President’s Executive Cabinet.
- Programs, i.e., English writing program, graduate speech program, are not capitalized.

Other capitalized words: Self-Study, Strategic Plan (but not plan), Steering Committee (but not committee), Task Force, also Internet, Middle States Faculty Committee, Mission and Goals Statement (but not mission and goals),

Lower case (search for these and change them, unless they meet capitalization criteria listed above): chair, college, committee, dean, director, mission and goals, plan, president, program, rector, studies, university.
Tables:

- The entire content of any table must be on the same page.
- Press the Enter key 2 times after typing the text above a table.
- Table # and title should be in all caps, bolded and centered, in single spacing.
- Table # and table title should be on separate lines.
- Set the spacing before & after table # and table title to 0.
- Press the Enter key 1 time between the title and the table.
- Press the Enter key 2 times after a table before text.

Source information should be point/size 10, single-spaced, and should hug the table and be on the same page.
Executive Summary
Eligibility Certification Statement

PREFACE

1. An Institutional Overview of Touro College: Past, Present, and Future

INSTITUTIONAL CONTEXT

2. Promoting the College’s Mission and Goals (Standards 1 & 2)
3. Institutional Resources: Supporting Implementation of the College’s Mission (Standard 3)
4. Leading and Managing the Institution (Standards 4 & 5)
5. Maintaining Integrity in Actions, Policies, and Procedure (Standard 6)

INSTITUTIONAL AND EDUCATIONAL EFFECTIVENESS

6. Recruiting and Serving Students (Standards 8 & 9)
7. Promoting Teaching and Research (Standard 10)
8. Providing Opportunities for Learning in Educational Programs: Undergraduate, Graduate, Professional, and Online Options (Standards 11, 12, 13)
9. Assessing Institutional Effectiveness and Student Learning (Standards 7 & 14)

CONCLUSION

10. Summary: Key Findings and Prioritized Recommendations

APPENDICES
Touro College is a multi-faceted comprehensive master’s program institution offering both undergraduate and graduate degrees. Since 2009, graduate enrollment has grown significantly, with the largest increase in education and the health sciences.

Touro College serves a diverse urban student population. Many of the undergraduate students are the first members of their family to pursue a college degree.

The Steering Committee recommends that the Visiting Team include members with the following areas of expertise:

A) Understanding of Jewish Studies Programs in a wide variety of settings
B) Experience with community based education and a multi-campus institution
C) Experience with non-traditional, first-generation college urban student populations
D) Experience in allied health and medical fields
E) Experience in graduate teacher education programs
APPENDIX A

TOURO COLLEGE MIDDLE STATES SELF-STUDY

TASK FORCE MEMBERS

1. Mission and Goals (Standard #1)
   Planning, Resource Allocation and Institutional Renewal (Standard #2)

   Co-Chairpersons:
   
   Dr. Stanley Boylan  
   Vice President for Undergraduate Education and Dean of Faculties
   
   Dr. Nadja Graff  
   Associate Dean, School of Health Sciences

   Mr. Harvey Blitz  
   Chairman, Board of Governors
   
   Dr. Sabra Brock  
   Interim Dean, Graduate School of Business
   
   Mr. Phillip Friedman  
   Budget Director
   
   Dr. Raul Garcia  
   Assistant Professor, History
   
   Shulamite Kon, M.D.  
   Alumna
   
   Rabbi Moshe Krupka  
   Executive Vice President
   
   Dr. Zvi Loewy  
   Chair and Professor, Pharmaceutical & Biomedical Sciences (College of Pharmacy)
   
   Dr. David Luchins  
   Chairman, Political Science
   
   Dr. Michael Shmidman  
   Dean, Graduate School of Jewish Studies
   
   Dr. Franklin Steen  
   Vice President, Technology
   
   Professor Mervin Verbit  
   Deputy Chair, Sociology
2. Institutional Resources (Standard #3)

Co-Chairpersons:

Mr. Mel Ness  
Senior Vice President and Chief Financial Officer

Mr. Alan Schoor  
Senior Vice President and Chief Administrative Officer

Dean Barry Bressler  
Dean, Undergraduate Business

Professor Devorah Ehrlich  
Lander College for Women

Mrs. Linda Howard Weissman  
Assistant Dean, Jacob D. Fuchsberg Law Center

Dr. Eric Levine  
Vice President, Institutional Advancement

Mr. Stuart Lippman  
Controller

Mr. Mark Shor  
Chief Information Technology Officer

Mr. Michoel Rotenfeld  
Associate Director, Libraries

Mrs. Bashe Simon  
Director, Libraries

Dr. Charles Snow  
Dean, Business Programs and Executive Director of the Center for Israeli Innovation

Dr. Franklin Steen  
Vice President, Technology

3. Leadership and Governance (Standard #4)

Administration (Standard #5)

Co-Chairpersons:

Dr. Howard Feldman  
Chairperson, Undergraduate Faculty Senate

Professor, Biology

Mr. David Raab  
Executive Vice President

Dr. Carol Bearse  
Chair, Graduate, Faculty Council,

Associate Professor of Education and Literacy (GSE)

Professor Shammai Bienenstock  
Assistant Professor, Accounting

Professor Daniel Chill  
Professor, Lander College and Touro Law School

Dr. Menachem Genack  
Trustee

Dr. Issac Herskowitz  
Dean, Graduate School of Technology
4. Institutional Integrity (Standard #6)

Co-Chairpersons:

Mr. Michael Newman  
Director, Legal Affairs

Professor Thomas Rozinski  
Assistant Professor, Political Science

Mrs. Sabine Charles  
Internal Auditor

Mr. Richard Cohen  
Project Director, Office of Enrollment Management

Mr. William Fishbein  
Assistant Professor, Finance

Mr. Pinchas Friedenberg  
Senior Associate Registrar

Mrs. Esther Greenfield  
Director of Publications

Mrs. Lisa Halberstam  
Managing Director of Web Development

Mrs. Roberta Jackson  
Director, Human Resources

Professor Alan Mond  
Deputy Chair, Political Science

Mr. Vladimir Rozin  
Assistant Dean, Enrollment Management

Mrs. Hedy Shulman  
Executive Director, Communication and Marketing

Dr. Ira Teich  
Assistant Professor, Management

Tzipora Zeines  
Undergraduate Student
5. Student Admissions and Retention (Standard #8)

Student Support Services (Standard #9)

Co-Chairpersons:

Dr. Avery Horowitz  Dean of Students for Advisement and Counseling
Dr. Rivka Molinsky  Coordinator for Student Affairs, Graduate Division, Chair and Director of the OTA Program

Professor Lisa D. Andujar-Ray  Adjunct Faculty (NYCAS)
Mr. Ron Ansel  Director, Career Services
Mrs. Renee Blinder  Coordinator, Advisement and Counseling
Mr. Mathew Bonilla  Vice President for Student Administrative Services
Miss. Sara Buzaglo  Student (LCAS)
Mr. Benjamin Enoma  Director, Graduate Admissions
Miss Aliza Ganchrow  Student (LCW)
Ms. Inna Goldstein  Director, Resource Centers and Tutoring Program (NYCAS)
Mrs. Arlinda McDowell  Director, Compliance
Professor Ann Shinnar  Associate Professor, Chemistry
Mr. Lenin Ortega  Associate Dean (NYCAS)
Professor Timothy Taylor  Associate Dean, Students (NYCAS)
Mrs. Regina Tekmyster  Senior Associate, Registrar
Professor Michelle Tendler  Instructor, Management
Mr. Steven Toplan  Director, Admissions (Lander College)
Dean Ira Tyszler  Dean, Enrollment Management & Institutional Research & Review
Mrs. Sophia Volfson  Director, Student Services (NYCAS)
Mr. Arthur Wigfall  Director, Admission (NYCAS)
6. Faculty (Standard #10)

Co-Chairpersons:

Dr. Donne Kampel  Dean, Administration (Graduate Division),
Associate Dean of Faculties for Faculty
Development

Dr. Moshe Sokol  Dean and Professor, Philosophy (Lander College
for Men)

Dr. Kenneth Bigel  Associate Professor, Finance
Dr. Carole Beckford  Assistant Professor and Deputy Chair, Psychology
Professor Allison Bobick  Director of Student Advancement, School of Social
Work
Dr. Stanley Boylan  Vice President for Undergraduate Education and
Dean of Faculties
Dr. Esther Hurley  Chairperson, Undergraduate Department of Speech
and Communications
Professor Naomi Klapper  Deputy Chair and Clinical Counselor, Psychology
Professor Michael Llorenz  Assistant Professor of Communications
Dr. Meira Orentlicher  Associate Professor of Occupational Therapy
Dr. Mark Press  Chair and Professor, Psychology
Professor Gary Shaw  Professor, Jacob D. Fuchsberg Law Center
Professor Gary Sheinfeld  Instructor of Languages and Literatures, NYCAS
Dr. Nilda Soto Ruiz  Professor, Graduate School of Education
Dr. Norman Strickman  Co-Chair and Professor, Judaic Studies
Dr. Cynthia Swangin-Bangura  Deputy Chair and Assistant Professor, Human
Services
Dr. Robert Thompson  Assistant Professor, Languages and
Literature
Professor Ira Weinstock  Adjunct Professor, Political Science & History,
NYCAS
Dr. Tova Werblowsky  Assistant Professor, Chemistry

7. Educational Offerings (Standard #11)

General Education (Standard #12)
Related Educational Activities (Standard #13)

Co-Chairpersons:

Dr. LaMar Miller  Dean, Graduate School of Education

Dr. Marian Stoltz-Loike  Vice President of Online Education and the Dean of Lander College for Women

Dr. Henry Abramson  Dean for Academic Affairs and Student Services (Touro College South Miami)

Dr. Catherine Barksdale  Assistant Professor, Education (NYSCAS)

Mrs. Irina Berman  Computer Science

Dr. Robert Bressler  Chair, Biology

Professor Susan DeCastro  Coordinator of the Desktop and Web Publishing Department

Dr. Simcha Fishbane  Associate Professor, Jewish Studies, Executive Assistant to the President

Professor Frada Harel  Chair, Language and Literature, NYSCAS

Dr. Jules Heyman  Assistant Professor, Psychology

Dr. Leon Perkal  Associate Dean, Faculties (NYSCAS)

Dr. Louis Primavera  Dean, School of Health Sciences

Dr. Chana Sosevsky  Touro College Resident Director, Israel

Dr. Brenda Strassfeld  Chair, Master of Science Program, (Graduate School of Education)

Mrs. Sara Tabaei  Director, Library Information Literacy Services

Dean Ella Tsirulnik  Associate Dean, Administration (NYSCAS)

Professor Hal Wicke  Deputy Chair, Department of Speech and Communication (NYSCAS)

Professor David Wohl  Instructor, Mathematics
8. Institutional Assessment (Standard #7)
Assessment of Student Learning (Standard #14)

Co-Chairpersons:

**Dean Robert Goldschmidt**
Vice President for Planning and Assessment and Dean of Students

**Dr. Eric Linden**
Director, Assessment and Evaluation

Professor Laurie Bobley
Coordinator, Online Graduate Education and Special Education

Mr. Mathew Bonilla
Vice President for Student Administrative Services

Mr. Philip Charach
Director, Instructional Technology

Chelsea DeGlopper
Instructional Design Librarian

Mr. Jesse Epstein
Chair, Web & Multimedia Master’s Program

Dr. Robert Fardon
Advisor and Instructor, Science Program (NYSCAS)

Professor Shmuel Fink
Deputy Chair, Computer Science

Dr. Nadja Graff
Associate Dean, School of Health Sciences

Dr. Miriam Grossman
Chair, Language & Literature

Professor Jill Horbacewicz
Director, Physical Therapy Program

Dr. Leib Litman
Assistant Professor, Psychology

Professor Hindy Lubinsky
Chair, Speech-Language Pathology, Director of Graduate Speech Program, School of Health Sciences

Professor Bocar Mbengue
Director, Planning and Assessment, (Graduate School of Education)

Dr. Mark Press
Chair and Professor, Psychology

Dr. Alan Sebel
Assistant Professor, Graduate School of Education

Ms. Shoshana Sandiford
Director, Emergency Preparedness

Dr. Karen Sutton
Assistant Professor, History

Mrs. Sara Tabaei
Director, Library Information Literacy Services
APPENDIX B

INVENTORY OF TOURO COLLEGE
SELF-STUDY SUPPORT DOCUMENTS
CROSS-REFERENCED WITH THE MSCHE STANDARDS

<table>
<thead>
<tr>
<th>MIDDLE STATES (MSCHE) STANDARDS OF ACCREDITATION</th>
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<td>1 Mission, Goals, and Objectives</td>
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<td>2 Planning, Resource Allocation &amp;</td>
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**Surveys, Data & Benchmarks**

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