Maritime College Self-Study Design

Prepared for the

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

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MARITIME COLLEGE
STATE UNIVERSITY OF NEW YORK

6 Pennyfield Avenue, Throggs Neck, NY 10465

I. Institutional Overview

HISTORY

Founded in 1874, State University of New York (SUNY) Maritime College is the oldest maritime college in the United States. Facilities and operations changed radically in the early decades, as did the name of the institution. Initially the New York Nautical School, it was then renamed the New York Merchant Marine Academy.

The current moniker of SUNY Maritime College has been in place since the College joined the State University of New York at the foundation of that system in 1948. As a result, Maritime College is governed by the standards and procedures of the State University of New York, as set by the SUNY Board of Trustees. The largest maritime academy in the United States, SUNY Maritime College is one of six State Maritime Academies (Maine, Massachusetts, Michigan, Texas and California), and the federal US Merchant Marine Academy at Kings Point located across the Long Island Sound from Maritime's campus in New York. Programs that offer a professional license comply with standards set by several governing bodies, including the International Maritime Organization (IMO), the Marine Administration of the United States (MARAD), and the United States Coast Guard (USCG).

Via their international convention, the IMO sets the Standards of Training, Certification, and Watchkeeping for Seafarers (STCW). These STCW requirements were first set in 1978 and most recently updated in 2010. Given significant changes in the industry, further changes are expected as a result of the IMO's international convention held in early 2020.

MARAD, an agency of the United States Department of Transportation, provides limited financial support to the state academies, including the procurement and furnishing of a training ship. In return, the College delivers instruction and training, both on campus and aboard the training ship, and operates a Regiment of Cadets. The Regiment of Cadets is obligated to publish and enforce a clear set of rules and regulations for its membership. The cadets are required to wear uniforms when on Campus.

The USCG makes the final determination regarding the elements required to obtain a USCG license. Students enrolled in programs that offer a US Coast Guard license must be members of the College Regiment of Cadets. Cadets in the Regiment abide by that organization's governing rules and regulations during the academic year, in addition to serving a required number of days on the Empire State VI, the College training ship.

As Maritime College is approved as a Nautical School by MARAD, the USCG accepts graduation from the College as an element of qualification for the USCG license. The USCG also requires the successful completion of the licensing exam, which they develop and administer. Students who complete all required elements of qualification are granted a USCG license, which allows those qualified candidates to serve as deck or engine-licensed officers in the United States Merchant Marine.

As a result, the nature of the school is a reflection of the maritime industry itself: inherently international and interdisciplinary. This thus informs the mission and vision of the College:

Mission: First and foremost, Maritime College educates dynamic leaders for the global maritime industry.

Vision: Maritime College will be recognized as the leading maritime educational institution.

ACADEMIC PROGRAMS AND ENROLLMENT

The academic programs of the College, both undergraduate and graduate, must thus represent the breadth of knowledge and skills required by the larger maritime community. The College currently offers degrees at the associate's, bachelor's and master's degree level. Maritime College offers an associate's degree in the field of marine technology/small vessel operations. Bachelor's degrees are offered across a variety of subject areas: marine transportation and marine operations; electrical, facilities, marine and mechanical engineering; naval architecture; international transportation and trade, marine environmental science and maritime studies. The College offers a master's degree in international transportation management through both online and in-person delivery, enrolling 132 students in Fall 2019. An additional master's degree program in maritime and naval studies launched in 2015. Offered completely online, 20 students were enrolled in Fall, 2019.

All undergraduate degrees in the College include applied learning opportunities and leadership development alongside the academic experience. Undergraduate programs that offer a USCG license include applied learning opportunities as part of their training program, while programs without a license option include an internship as part of the curriculum. Undergraduates comprise the majority of the College population, with the two MS degrees providing the balance of the population.

FALL 2019 ENROLLMENT - TOTAL POPULATION			
Total Undergraduate	1522	Total Graduate	152
Full Time	1474	Full Time	84
Part Time	48	Part Time	68
Total Enrollment	1674		
Full Time	1558		
Part Time	116		

There are several significant areas of growth within Maritime College's community since the last Middle States Self-Study Report:

- While the licensing option remains the larger component, Maritime College has made a concerted effort to increase the intern population. In 2014, the civilian undergraduate population had increased to a then-record of 25%. It has now increased to 31% of the total undergraduate population and is expected to be a continued area of growth.

- Graduate programs have traditionally skewed towards a civilian population, but continue to sustain a substantial regimental population, recently increased by the addition of a license option within the Maritime & Naval Studies MS program. Currently, 24% of the total graduate population has opted to join the Regiment and earn a license while at Maritime College.

- Maritime College has also focused on increasing the number of female students across its programs. Growth over the past decade has seen the number of female undergraduates rise from several years stalled at 10% of the population in 2014 and 2015, steadily moving up to 14% in the fall of this 2020. Several groups on campus, including the Planning, Budgeting, and Assessment Committee discussed below, are considering proposals that will help continue this growth.

- The most populated degrees on campus are administered by the Department of Engineering and the Department of Marine Transportation. At the graduate level, the Department of Global Business & Transportation's MS Degree in International Transportation Management holds the majority of the campus's graduate students.

LEADERSHIP AND STRATEGIC PLANNING

The current president of the College, Dr. Michael A. Alfultis, was appointed by the SUNY Board of Trustees, and commissioned a Rear Admiral (RADM), U.S. Maritime Service by the U.S. Department of Transportation Maritime Administration, in 2014. RADM Alfultis is a retired USCG captain, a professor of marine sciences, and the former Chief Administration Officer of the University of Connecticut's Avery Point campus.

At the time of his appointment, Maritime College was in a time of ongoing transition. RADM Alfultis was the College's third president in four years; correspondingly, three strategic plans were created over the course of six years with little execution. After an initial period of conversation, observation and reflection –and mindful of Maritime College's sesquicentennial approaching in 2024 – the faculty, staff and students of the College launched a new strategic planning process. This most recent planning process was implemented over the course of eighteen months, through an unprecedented series of town halls, committee meetings and campus-wide discussions.

The resulting document is entitled *Charting a New Course: SUNY Maritime College Strategic Plan, 2018-2024*. In the plan, the College community envisions a bold path to address the rapidly-changing environmental, technological and regulatory standards of the maritime industry. In *Charting a New Course*, the College looks ahead focused on six strategic goals, in order to elevate its programs and ensure success for both the institution and its students. The table below provides an overview of the Strategic Plan. The complete document includes the specific actions aligned with the goals for each objective. [See attached publication in full in the *Appendix:* Strategic Plan for Maritime College*, Charting a New Course*: http://www.sunymaritime.edu/about/strategic-planning]

The six goals are:

Achieve New Heights of Academic Excellence
OBJECTIVE: **Provide rigorous, high-quality, and relevant academic programs across the College.**   Every academic program will be distinguished by a demanding academic core that emphasizes discipline-specific knowledge and important skills such as critical thinking, oral and written communication and numerical and technological fluency. Robust, faculty-driven assessment processes, that include program-level accreditation where appropriate, will ensure the rigor, quality, and relevance of our academic programs. Elevating the academic core will also elevate the quality of Maritime College's license programs.   **OBJECTIVE:**   **Develop programs of national and international distinction**   We will expand and strengthen our undergraduate and graduate degrees into premier programs that enhance the College's prominence and support our expansion into new markets.

OBJECTIVE:

Elevate applied-learning experiences to new levels

Experiential learning is a distinctive and historical component of Maritime College. We will ensure that our iconic Summer Sea Term on the training ship Empire State VI continues to be a uniquely rewarding experience. We will take greater advantage of our proximity to New York City's dynamic financial, technology, transportation, energy and information technology industries, as well as its lively ports and waterways, to provide a greater variety of innovative shore-side internship opportunities for all students regardless of program.

Empower a Maritime College Faculty for the Future

OBJECTIVE:

Develop a diverse and consistently high-quality faculty, deeply engaged in and across their disciplines.

We will build a faculty for the future by examining the ways in which disciplines are changing and by identifying what these changes mean for our faculty and our academic programming. We will sustain and develop our faculty by making investments to ensure their advancement, strengthening their teaching and research, and broadening the interdisciplinary nature of the academic programs.

OBJECTIVE:

Cultivate a faculty of scholar-teachers for whom research and teaching are mutually reinforcing

Students benefit from faculty who are actively pursuing their own scholarship and use the results of their scholarly activities to directly impact students in the classroom and lab. We will define the forms of research and scholarship that are most relevant to the College's mission, including discovery, integration, application and teaching and learning processes. We will identify the processes and resources that are necessary catalysts for such work. By encouraging the combined pursuit of scholarship and teaching, we will bring faculty research into the classroom, encouraging faculty to hone their scholarship in dialogue with undergraduate and graduate students and engaging students in the process of knowledge production in ways that complement their classroom experiences.

OBJECTIVE:

Empower active, multifaceted faculty engagement with the maritime and other industries

We will enhance the interaction of Maritime College faculty with the industries that hire our graduates. Doing so will allow our faculty to keep abreast of the challenges confronting these industries and bring this knowledge into their classrooms. This interaction will also benefit maritime and other industries through access to faculty expertise and research as well as to a pipeline of well-prepared students and alumni.

Cultivate Strong External Partnerships

OBJECTIVE:

Deepen and enrich the College's relationship with industry and government partners

Relationships with the industries we serve are key to ensuring that our academic programs are strong and relevant, that faculty and students are able to take advantage of meaningful research and scholarship, and that students have quality internships that prepare them to enter the workforce successfully. We will expand and re-invigorate our industry advisory boards, and utilize them to their fullest to build strong connections between industry and our academic programs. We will strengthen this engagement further by connecting alumni and industry partners with students and faculty.

OBJECTIVE:

Strengthen alumni engagement

Active involvement of Maritime College alumni in the life of the College is crucial to becoming a more innovative institution. Alumni are a key link to the industries in which they work. They help us anticipate important changes in their professional worlds and understand the implications for how we educate our students. We will redouble our efforts to deeply engage our alumni with the College, strengthening their bonds with Maritime College in ways that ensure that their generous philanthropic and volunteer support help us to achieve our vision.

OBJECTIVE:

Build strong and mutually beneficial relationships with educational partners

We will build strong partnerships with other U.S. and international educational institutions as well as with libraries, museums and other cultural centers to expand the academic, research, co-curricular and career opportunities for our faculty, staff and students. We will build a pipeline of students from diverse backgrounds by expanding our outreach to secondary schools and youth organizations and developing programs that increase awareness of Maritime College and career opportunities in the maritime and other industries.

Champion Diversity and Inclusion

OBJECTIVE:

Cultivate a visible culture of respect, civility and inclusion among students, faculty and staff

We will ensure that Maritime College understands, values, and respects the varied capacities, experiences and backgrounds of all members of its community. Such a culture of inclusion is fundamental to the College's ability to attract diverse students, faculty and staff. Our goal is nothing less than for every member of our community to recognize diversity not as a demographic target but as an imperative for professional development and personal growth and, by extension the betterment of society.

OBJECTIVE:

Build a diverse faculty and staff

We will build a faculty and staff that represent the diversity of contemporary society, and are eager to explore and understand the differences among members of our community and the significance of those differences to their work, professional development and personal lives.

OBJECTIVE:

Attract and retain highly qualified students of diverse races, ethnicities, genders and socioeconomic backgrounds

We will recruit, enroll and retain a student body that represents a rich diversity of backgrounds, experiences and perspectives. However, diversity is about more than a head count: it must reflect the quality of interactions. We will be highly intentional in our efforts to create a sense of belonging and community that stimulates deep and meaningful connections among all members of our community.

Foster a Vibrant Student Life Experience

OBJECTIVE:

Embrace a holistic approach to student development

We will enhance student development by supporting meaningful experiences inside and outside the classroom and connecting the two. Doing so will enhance educational and personal development as students apply what they learn to work and social settings. Conversely, this holistic approach will enrich classroom curricula through extracurricular and community experiences.

OBJECTIVE:

Enable the highest levels of student success at Maritime College and beyond

We will provide every student with the full range of academic support services necessary for their steady progress toward graduation. We will prepare students for success on campus and in their future careers, including graduate studies, by immersing them in a rigorous academic environment as well as in settings that introduce such soft skills as leadership, teamwork, ethical awareness, communication, information literacy, multicultural understanding, and critical thinking. These abilities are essential components of the adaptability that allows our graduates to thrive in rapidly changing circumstances and uncertain times.

Realize Our Future

OBJECTIVE:

Enhance our learning platforms

We will build a strong and adaptable infrastructure that increases our ability to anticipate and respond nimbly to industry changes, new modes of teaching and scholarship and the evolving needs and interests of our students and faculty.

OBJECTIVE

Build and promote an identity that increases the College's visibility, recognition and reputation

Strengthen the College's reputation by defining a clear identity that accurately reflects its history and continuing contributions, academic strengths, connections to industry and its commitment to all stakeholders.

OBJECTIVE:

Strengthen the College's financial foundation

The changing economic circumstances of public higher education require the College to significantly increase its fundraising. We will do so by strengthening our development capabilities, increasing our grant activity and by deepening the engagement of alumni, business partners and others interested in ensuring a continuing pipeline of industry leaders. In this effort, we will fully leverage the relationships faculty build with alumni and industry partners.

To help ensure a thorough and consistent implementation, the Strategic Plan also details the role of the Planning, Budgeting, and Assessment Committee (PBAC). A shared governance committee, PBAC is a transparent and collaborative body. The goal of this committee is to:

- Implement, resource, monitor, and assess Maritime College's strategic plan.

- Provide a venue for resourcing requirements identified by departments and units, which cannot be resourced through the normal departmental budgetary process.

- Systematically align Maritime College's planning processes, resources, and structures.

The PBAC process begins each year as proposals are solicited from across all divisions and departments. Six PBAC subcommittees, one focused on each goal of the strategic plan, review initial submissions; these reports are then processed by the Executive Steering Group before a final decision is made by PBAC. All decisions are then presented to the College community in the spring semester, before the cycle begins again with the subsequent announcement of a fall deadline for submissions.

INFRASTRUCTURE

Another recent seismic development on campus was a result of the changing condition of the College's training ship, The Empire State VI (TSES). Training vessels are necessary to ensure the maritime academies in the United States produce enough licensed mariners. Licensed mariners are essential to the United States not only for national economic interests, but also its security. Civilian mariners in Military Sealift Command support US forces, and serve in both the National Defense Reserve fleet and the Maritime Security Program.

Unbeknownst to many outside the College community, these vessels, funded by MARAD, can also be mobilized in response to national disasters. The Empire State VI was activated as a National Defense Reserve Fleet vessel in the aftermath of Hurricanes Maria, Harvey, Irma and Katrina. In addition to delivering emergency supplies, TSES can berth over a thousand first responders with power and housing; this not only puts much-needed hands in regions devastated by natural disasters but also frees up local temporary housing for displaced residents.

However, The Empire State VI was built in 1961 and—like many of its contemporary vessels at other academies— is rapidly approaching the end of its service. Faculty, staff, students and alumni were part of a massive collaborative effort to raise support for a new fleet of ships; through a concerted campus effort, they reached out to local, state and federal government officials, and industry representatives. RADM Alfultis personally met with government representatives at all levels, and testified before the House Committee on Transportation and Infrastructure Subcommittee on Coast Guard and Maritime Transportation. Thanks to the support of this broad coalition, the federal budget of 2018 included $300 million to begin a systematic replacement of the nation's academy training ships. As the oldest ship in the fleet, The Empire State VI will be the first ship replaced; the current projection for completion on this project is Spring 2023.

Maritime College has also dedicated considerable resources to the maintenance and improvement of facilities on our campus. Creating educational and economic value, alongside environmental stewardship, recent developments include:

- The Maritime Academic Center opened in the fall of 2013. This much-needed building is designed to meet the LEED Silver Standard for energy efficiency. It was a vital addition for the College's academic programs, adding 40,000 square feet of classroom, office, communal meeting and conference space.

- Classroom, simulator and laboratory spaces have undergone significant renovations across campus. Classrooms in all buildings (outside of the new MAC) were updated, including significant investments in technology, including the following simulators: full-mission bridge (2), engine room and tugboat, liquid cargo and e-navigation (2); in addition, a marine environmental science lab suite was created, including an instrumentation room and prep space.

- Utility infrastructure has been a major focus on an aging campus (including historic Fort Schuyler). Hydrants, water mains, stream distribution and roofs were replaced across campus. Renewable energy was a particular focus, with a large-scale solar thermal project on the roofs of several buildings now providing domestic hot water for the campus's central dining hall and all residence halls. This project alone saves Maritime College $350,000 in costs for fossil fuel oil.

- The waterfront has been transformed into a central hub for campus activities. Already the home of TSES, significant USCG license activities, and several athletic teams, it was the focus of a Waterfront Enhancement Project in 2018. Concrete floating docks and a new travelift bay (for hoisting vital cargo and small vessels) helped create a safer and more efficient waterfront. Multiple academic and athletic programs benefit from these upgrades, in addition to community outreach programs, summer camps and the College's partnership with the Billion Oyster Project. The latter effort now hosts over a million oysters on 'super trays,' helping to restore the natural biodiversity of the local ecosystem, and rebuild devastated local reefs, vital to the health and stability of the waterways.

- Currently scheduled to open in the fall of 2021, the College has started work on the new Academic Seamanship Center. A mixed-use learning platform, the Academic Seamanship Center will be a net-zero energy building, and the first mass timber building in SUNY. Geothermal wells will provide both heating and cooling. The project is funded via multiple sources including a Strategic Initiative, legislative support, donors and grants.

CENTERS OF EXCELLENCE

Another major shift in campus culture is a result of the establishment of five Centers of Excellence. These Centers create greater opportunities for College faculty and students to broaden their understanding and experience, and engage with academic and professional partners. The Centers are run by faculty from across multiple departments, and provide ongoing activities and opportunities for both students and faculty:

- *The Center for Excellence for Offshore Energy* started with a grant from the New York State (NYS) Clean Energy Career Initiative; it hosted its first conference in 2019, and works to develop increased coursework and research opportunities in the field of clean energy.

- *The Liquid Natural Gas Center of Excellence* was also launched with a grant from the NYS Clean Energy Career Initiative. With a focus on Liquid Natural Gas propulsion, cargo and bunkering operations, safety and compliance, the Center works to develop increased coursework and collaborative research opportunities.

- *The New York Maritime Innovation Center* utilizes its connection to the SUNY Research Foundation, with a mission to "elevate the marine industry as an engine for innovation and technology that will

move the world." The Center connects industry, problem solvers and investors to create solutions and a new network within the maritime industry.

- *The Center for Teaching Excellence* (CTE) shares proven approaches in pedagogy, assessment and educational technology in workshops, presentations and mentorship activities. The Center promotes a rigorous culture of student-centered learning.

- *The Center for Digital Scholarship* supports and develops faculty and student use of digital methods and tools across the curriculum. Funded by SUNY IITG faculty grants, the Center provides faculty from across all disciplines with workshops to develop their skills, and a space to share experiences with digital scholarship in both their research and pedagogy.

II. Institutional Priorities to be Addressed in the Self-Study

The Steering Committee, Working Groups and Town Hall sessions that led to the implementation of "Charting a New Course," our strategic plan for 2018-2024, involved the faculty, staff and students of Maritime College. All institutional stakeholders were invited to be actively involved in that process; as a result, that same breadth of experience and institutional knowledge is now invested in the implementation of the strategic plan. Colleagues from across campus drive these subsequent activities, such as program reviews, assessment activities and the Planning, Budgeting & Assessment Committees.

The Middle States Self-Study process presents Maritime College with an opportunity to reflect on, and further revise, the ongoing work of executing the strategic plan. As RADM Alfultis, Maritime College President, remarked in his presentation at the MSCHE 2019 Annual Conference, the strategic plan provides a "transparent and inclusive venue that aligns planning processes, resources, and structures." The self-study process asks that we review and assess those processes, procedures and structures, and thus a close alignment between our institutional priorities and the strategic plan benefits all stakeholders. It provides the institution an opportunity to evaluate how these new structures and processes have evolved over time, serving the wider Maritime community through more transparent and organized processes involving more individuals from around the campus.

The College's Strategic Planning goals are designed to align with our institutional mission. Educating dynamic student leaders requires an intentional focus on rigorous academic programs while emphasizing applied learning and professional experience. Improving the educational experience starts with recruiting and training an engaged faculty. Creating dynamic leaders includes, but is not limited to, engaging with and learning from diverse students, faculty, and staff, with diverse viewpoints and experiences. Students must be supported and engaged in their educational and co-curricular experiences, with an emphasis on a vibrant student life experience that takes a holistic approach to student development and support. Preparation for the global maritime industry requires improving learning platforms, making better connections to the maritime and related industries, and building financial stability to aid in these endeavors.

Correspondingly, we seek to maintain focus on those strategic planning goals while assessing our progress via with the Middle States Self-Study. The proposed Institutional Priorities each align with two primary strategic planning goals:

Institutional Priority #1: Investing in a Rich Academic Culture
- Aligns with SUNY Maritime Strategic Goals:
  New Heights of Academic Excellence & Empower Maritime College Faculty

Institutional Priority #2: Expanding Horizons Inside and Outside of the Classroom
- Aligns with SUNY Maritime Strategic Goals:
  Foster a Vibrant Student Life Experience & Champion Diversity and Inclusion

Institutional Priority #3: Building on Foundations for the Future
- Aligns with SUNY Maritime Strategic Goals:
  Cultivate Strong Partnerships & Realize our Future

MARITIME COLLEGE STRATEGIC PLAN GOALS						
Institutional Priorities (MSCHE 2022)	Achieve New Heights of Academic Excellence	Empower a Maritime College Faculty for the Future	Cultivate Strong External Partnerships	Champion Diversity and Inclusion	Foster a Vibrant Student Life Experience	Realize Our Future
Institutional Priority #1: Investing in a Rich Academic Community	X	X				
Institutional Priority #2: Expanding Horizons Inside and Outside of the Classroom			X	X		
Institutional Priority #3: Building on Foundations for the Future					X	X

III. Intended Outcomes of the Self-Study

Through our process of self-study, Maritime College will work to:

- Demonstrate the institution currently meets Middle States Standards for Accreditation and the Requirements of Affiliation.
- Review, affirm, and materialize the links between our mission and core values to the planning process.
- Engage the College community in an inclusive, meaningful and transparent self-evaluation process.
- Utilize the MSCHE process in order to most effectively complete the implementation of the College Strategic plan (2018-2024).
- Utilize the self-study process to inform decision making and guide future planning efforts.

IV. Self-Study Approach

☒ Standards-Based Approach
☐ Priorities-Based Approach

This will be the first self-study process at Maritime since the revision of the MSCHE standards. Maritime College will focus its report using a standards-based approach. This allows our community to become familiar with the new structure of the Middle States Standards, and to differentiate past experience from the revised process. It will also allow the College to evaluate its progress on the strategic plan priorities in the context of the updated standards.

A standards-based approach will allow the College to focus on the ways the institution achieves each standard. We believe this will produce a focused self-study report, allowing each Working Group to consider ways in which the institution can improve on each standard in future.

The very recent implementation of the strategic plan would make a goals-based approach more challenging in that the College has not had the opportunity to fully realize its goals. A standards-based approach allows the College to self-evaluate its continuing work while also considering how the standards can be met as the Strategic Plan matures in its implementation.

V. Organizational Structure of the Self-Study Team

WORKING GROUPS
I: Mission & Goals
II: Ethics & Integrity
III: Student Learning Experience
IV: Support of Student Experience
V: Educational Effectiveness
VI: Planning & Resources
VII: Governance
VIII: Documentation, Evidence & Communications

LEAD COMMITTEE
- Co-Chair, Self Study
- Co-Chair, Self Study
- Provost and Vice President for Academic Affairs
- Vice Provost for Institutional Assessment

STEERING COMMITTEE
- Lead Committee Members
- Co-Chairs of Eight Working Groups
- Director, Institutional Research
- Director, Communications

ORGANIZATIONAL STRUCTURE

Assuming responsibility for the overall process, the Lead Committee is comprised of the two self-study Co-Chairs, the Provost and Vice President for Academic Affairs, and the Vice Provost for Institutional Assessment. The MSCHE Steering Committee is comprised of the Lead Committee members mentioned above, the Co-Chairs of the eight Working Groups, the Director of Institutional Research, the Director of Communications, and the project Editor.

Lead Committee Charge

- This group will meet regularly to discuss progress in each Standard, execute the communication plan, and support Working Groups as they draft the Self-Study Report and collate accompanying evidence. This group is ultimately responsible for guiding the entire MSCHE self-study process, including the submission of the self-study report and all visits. Co-Chairs will provide support and assistance for Working Groups throughout the process, and will provide a template to each group to aid in writing the narrative for their relevant Standard. The Lead Committee will facilitate the distribution of materials and responsibilities between Working Groups, and provide a consistent

source of reference and mediation for Steering Committee members, enhancing the stability and transparency of the process. Lead Committee members will also be responsible for maintaining contact with the College's Middle States liaison, and informing the Steering Committee of updates to MSCHE Policies and Procedures.

The Steering Committee is the group responsible for driving the process of self-study. It is comprised of the Lead Committee members, Co-Chairs of the eight Working Groups, the Director of Institutional Research, the Director of Communications, and the Editor.

Steering Committee Charge

- The Steering Committee is responsible for both assuring quality assessment and evaluation of each Standard and Requirements of Affiliation, as well as the overall structure and composition of the final self-study product. The Steering Committee will operate in an environment of collaboration and transparency. The Self-Study Co-Chairs will provide guidance and support to all members of the Committee.

- The Steering Committee will advise the Co-Chairs on specific challenges that may arise during the self-study process. The Self-Study Co-Chairs will facilitate specific opportunities for 'cross-pollination.' Working Groups will also review their progress with other involved parties. For example, Working Group I may ask Working Group II to review progress on their standard and vice versa.

- Steering Group meetings will provide an opportunity for each Working Group co-chair to present their progress and discuss the criteria they are evaluating. It will also be a chance to review how Institutional Goals and Priorities are covered within each Standard.

The Middle States self-study process will involve multiple Working Groups. There will be seven Working Groups, each focusing on an assigned Standard, with an eighth Working Group focused on Requirements of Affiliation, documentation, and compliance. There will be a balance of faculty and staff members in these vital leadership roles. Co-Chairs are detailed in the table below.

The Co-Chairs of each Working Group will select an additional four to six faculty, staff, and student members who will assist them in collecting and evaluating materials and drafting a narrative for their respective standard and criteria.

WORKING GROUP CHARGE AND SPECIFIC LINES OF INQUIRY

Working Group Co-Chairs were approached by the Lead Committee; the latter sought the leadership and expertise of a balance of faculty and staff to aid in the Self-Study process. These individuals were selected based on their professional skills, the need for representation from across the campus, and the collaborative potential for each Standard. A diversity of participants also affords a means to garner multiple viewpoints from across the College and more effectively discern how the College meets the Middle States Standards.

Each Working Group will consist of six to eight total members, representing a diverse group of faculty and staff. Membership for each Working Group will be solicited through an open invitation for volunteers; some groups will include student members. Membership will be determined based on collaboration between the Self-Study Co-Chairs and Working Group Co-Chairs.

Working Group Co-Chairs

Working Group	Co-Chair	Co-Chair
SELF-STUDY CO-CHAIRS	ELISSA DEFALCO Professor, Humanities	WILLIAM J. IMBRIALE Dean of Student Affairs
STANDARD I	ALISON ROMAIN Professor, Global Business & Transportation	MARK WOOLLEY Director of Institutional Research
STANDARD II	LU-ANN PLAISANCE Assistant Vice President for Human Resources & Chief Diversity Officer	ROHAN HOWELL Dean of Admissions
STANDARD III	GILBERT TRAUB Academic Dean	AMANDA SPRINGS Professor, Humanities
STANDARD IV	SARAH GRADY College Registrar	ARIANNE ROMEO, Sr. Assistant Dean of Students
STANDARD V	IOANA MALUREANU Professor, Science	TAMERA GILMARTIN Professor, Marine Transportation
STANDARD VI	SCOTT DIETERICH Vice President for Finance and Administration	VIRGINIA FERRITTO Professor, Global Business & Transportation
STANDARD VII	ERNIE FINK Dean of School of Maritime Education and Training	DANIEL FRIDLINE Professor, Engineering
STANDARDS OF AFFILIATION/DOCUMENTATION & COMPLIANCE	JILLIAN KEHOE Director, Stephen B. Luce Library	KEZIA CHACKO Internal Control Coordinator

Working Group Charge & Research Questions

Maritime College is accredited by The Middle States Commission on Higher Education. A private, independent, non-governmental organization, the Middle States Commission (MSCHE) serves institutions of higher learning in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands.

The stated mission of the Middle States Commission on Higher Education is to assure "students and the public of the educational quality of higher education. The Commission's accreditation process ensures institutional accountability, self-appraisal, improvement, and innovation through peer review and the rigorous application of standards within the context of institutional mission."

Working Group Co-Chairs will serve as members of the Self-Study Steering Committee.

Each Working Group is responsible for the following:

- Becoming familiar and fully conversant with the elements and criteria of their Standard and its place in the context of the entire Self-Study process.

- Following the Maritime College Middle States Self-Study timeline, key milestones, and the deadlines set by their Working Group Co-Chairs.

- Evaluating how the institutional priorities align with the relevant Standard and corresponding criteria. Use specific criteria to determine how priorities are met or need improvement.

- Utilizing documented evidence, assessments, policies, procedures, and other resources to help determine how the College meets the individual Standard's various criteria, with a focus on evidence that is no more than 3-5 years old

- Recognizing potential overlap and redundancies with other Working Groups to achieve efficiency and avoid duplication of efforts.

- Using assessment and evaluation methods specific to each criterion to evaluate overall compliance, strengths and weaknesses, and make suggestions for further improvement.

- Identifying gaps in the selected documents to complete the response to each criterion, and completing the analysis where necessary.

- Contributing documents and material to the evidence inventory, as coordinated through Working Group VIII.

- Collaborating on the twelve to fifteen-page report on their Standard and Maritime College's performance on each criterion, in line with the self-study timetable and the template provided by the Self-Study Co-Chairs.

Research Questions:

- Evaluate the criteria for your Standard in the context of the institutional priorities. How are the priorities reflected in the Standard and vice versa? The linked Institutional Priorities should be a focus throughout the section, though groups can feel free to touch upon other priorities after discussion with the Steering Committee.

- Consider current Maritime practices, programs, policies, procedures, and other efforts that contribute to meeting the criteria of each standard. Consider the efficacy of these current practices:

  o How does Maritime College currently address each criterion?

  o How do existing procedures and practices meet the Standard? Where are those elements documented?

  o Where are the College's strengths within the criteria? What are the areas for growth and innovation?

  o To what extent does Maritime meet the Requirements of Affiliation pertinent to your assigned Standard?

- Working Groups should consider further research questions, aligned to the relevant Institutional Priorities, in collaboration with the Self-Study Co-Chairs. Examples might include:

  o *I: How has implementation of the Strategic Plan led to decisions that further the institution's mission? How is that assessed?*

  o *II: How has the institution integrated diverse perspectives into its offerings? How effective are they?*

  o *III: How does Maritime qualify academic 'rigor' and how is that rigor assessed?*

  o *IV: How are the academic and support activities intertwined and do they complement each other? How can this relationship be improved?*

  o *V: How is assessment integrated into the strategic plan? How has assessment been used to evaluate the strategic plan?*

  o *VI: In what ways are the institution's planning processes inclusive of the entire community?*

  o *VII: How are governance and administrative structures meeting their goals? How are these systems integrated and how are they evaluated?*

- Each Working Group will meet regularly to complete its charge.

  - Initial meetings will focus on a review of existing assessment information and documentation in preparation for reviewing criteria and institutional priorities.

- Each group will keep notes on their meetings and submit them to the assigned Dropbox folder.

- Co-Chairs will report to the Steering Committee regularly on their progress, with particular attention afforded to identifying redundancies and efficiencies.

  - All documents and drafts produced by the Working Group will be filed in the appropriate Dropbox folder as guided by Working Group VIII, Standards of Affiliation/Documentation & Compliance. Group VIII will actively seek to aid in the identification of redundancies and efficiencies as they monitor this process.

- All Working Group members will familiarize themselves with the overarching documents pertaining to the Self-Study (e.g. strategic plan, faculty handbook, student handbook, etc.).

- Working Group Co-Chairs will inform the Self-Study Co-Chairs of additional support and guidance when needed.

- The report for each Standard must follow all required formatting, be easily read by an outside audience, and reference documented evidence.

- Final reports should cover areas where the College needs to improve. Honest and thorough self-evaluation is the most vital tenet of the self-study process.

STANDARDS AND INSTITUTIONAL PRIORITIES

Each Working Group will evaluate the criteria for their Middle States standard through the lens of Institutional Priorities that have been identified. The "crosswalk" below provides a starting point for each Working Group. Areas with an 'X' indicate a strong intersection between an Institutional Priority and the Middle States Standard. Areas with an '(X)' indicate a less substantial intersection between an Institutional Priority and Middle States Standard that is nonetheless notable and should be considered in the evaluation of the Standard.

Alignment of Institutional Priorities (MSCHE 2022) with Maritime College Strategic Goals			
Middle States Commission on Higher Education: Standards and Affiliation	**Institutional Priority #1, Investing in a Rich Academic Community (SUNY Maritime Strategic Goals: New Heights of Academic Excellence & Empower Maritime College Faculty)**	**Institutional Priority #2: Expanding Horizons Inside and Outside of the Classroom (SUNY Maritime Strategic Goals: Foster a Vibrant Student Life Experience & Champion Diversity and Inclusion)**	**Institutional Priority #3: Building on Foundations for the Future (SUNY Maritime Strategic Goals: Cultivate Strong Partnerships & Realize our Future)**
Standard I: Mission and Goals	X	X	X
Standard II: Ethics and Integrity	(X)	X	
Standard III: Design and Delivery of the Student Learning Experience	X	(X)	(X)
Standard IV: Support of the Student Experience		X	(X)
Standard V: Educational Effectiveness Assessment	X	(X)	
Standard VI: Planning, Resources, and Institutional Improvement	(X)		X
Standard VII: Governance, Leadership, and Administration	(X)		X

VI. Guidelines for Reporting

The descriptions below provide a general overview of the expectations and scheduling for Working Group and Steering Committee efforts, and plans for troubleshooting.

SCHEDULED MEETINGS

- Steering Committee
  The Steering Committee will meet monthly, with further meetings as needed, over the course of the 2020-2021 academic year. The agenda for each Steering Committee meeting will include:

  - A report and summary of progress from Working Group Co-Chairs concerning their Standard, with a particular focus on avoiding unnecessary overlap and redundancies.

  - Group discussion, allowing Co-Chairs to seek feedback and assistance from the Steering Committee.

  - Guidance from Working Group VIII on the gathering and cataloging of documentation.

  - Discussion of timeline and upcoming deadlines.

- Working Groups
  While Working Groups will be provided the leeway to meet on a schedule convenient to their membership, they are encouraged to meet at least twice a month. The agenda for each Working Group meeting will include:

  - A review of the assigned Middle States Standard and the strategies to evaluate criteria.

  - Group discussion of the evidence for documentation and compliance.

  - A report and summary of progress on their portion of the Self-Study Report.

VII. Organization of the Final Self-Study

The Self-Study Co-Chairs will write the Introduction of the Self-Study Report. Content will include a brief background on the College and its history, mission and goals; in addition, a concise dashboard with current details on the student population and academic programs will be included. To transition into the Self-Study Report, the Introduction will conclude with a brief overview of the College's process, goals and Institutional Priorities.

Each Working Group is responsible for a single Standard for Accreditation under the leadership of its Co-Chairs. Each chapter will be focused on that Standard and any connected Requirements of Affiliation. Each chapter will contain no less than twelve and no more than fifteen pages, unless approved by the Self-Study Co-Chairs. The Requirements of Affiliation will be addressed in their own Working Group; placement of, and responsibility for, these materials within the self-study process is determined by the Lead Committee, in consultation the Steering Committee.

Each chapter will be focused on the period since the submission of the last Self-Study Report (2012), with particular attention paid to substantial innovations and areas of continuous improvement. The Self-Study Co-Chairs will provide a chapter template to each Working Group, to ensure a unity of format and design. The template will establish standard margins, page numbers, headings, and formatting of tables and graphs; a system for establishing titles of attached documents will also be provided. Working Group Co-Chairs will ensure their chapter is written in a straightforward and professional third-person voice, following the guidelines listed in the chart below.

Settings and Format for Writing of Report	
Program	Microsoft Word
Font	Calibri (a sans serif font, for the purpose of accessibility, and an environmentally-friendly font with low ink requirements)
Margins/Paragraph	Justified, 1" top, left, right margins, 0.5" bottom margin, and line break after each paragraph
Headings/Page Numbers	Placed in location/format provided by chapter template
Documentation	Located in parentheses at end of sentence, formatted according to method provided by chapter template
Citation Method	Footnotes, per Chicago Manual of Style
Acronyms/Abbreviations	On initial usage within a chapter, follow full name with acronym in parentheses. Example: In compliance with United States Coast Guard (USCG) policy

Capitalization	Reference to a specific element of the College or MSCHE requires capitalization. Example: The Department of Engineering clearly contributes to the College's work on this Standard of Accreditation Example: While current trends in engineering clearly show a change
Tables/Charts	Completed using format provided by chapter template

All materials are to be saved in the shared Dropbox space dedicated to MSCHE activities, which is created and maintained by the Self-Study Co-Chairs. Co-Chairs of the Working Group VIII will provide guidance on storage and organization to Working Group Co-Chairs, as they will also guide the documentation process throughout the self-study.

Per the timeline, below, Working Groups will complete an initial draft by the end of the Fall 2020 term; in consultation with the Steering Committee, a revised draft will be completed by the end of Spring 2021. Subsequent edits will be made by the project editor (also a member of the Steering Committee), and the College community will be invited to provide feedback.

The Conclusion of the report, authored by the Self-Study Co-Chairs, will address the major themes of the project, reflect on formative achievements, and consider significant plans for future improvements and assessments.

VIII. Verification of Compliance

The Middle States Verification of Compliance requirements (2018) will be considered by a subgroup of colleagues within the Steering Committee. They will assist in the process of documenting and completing the verification of institutional compliance. As members of the Steering Committee, their specialized knowledge of the regulations and requirements will be at the forefront of the Self-Study process:

- **Kezia Chacko**, Internal Controls

- **Dr. Gil Traub**, Academic Dean

- **Dean William J. Imbriale**, Dean of Student Affairs

This group will report back through Working Group VIII on the progress regarding requirements for Verification of Compliance, including providing documented evidence. In addition, they will review areas within the seven standards that need specific attention as they pertain to verification of compliance.

IX. Self-Study Timetable & Communication Plan

The table below documents all major efforts in the process to date, and all subsequent elements through to the end of the self-study process. Maritime College has historically had, and once again requests, a Spring Evaluation Team visit. Major milestones are noted in blue. Elements of the communication plan are noted in [*brackets*]. The timeline is subject to change at the discretion of the Lead Committee and MSCHE.

Task	Date	Status
Chairs Selected	October 2019	Complete
Co-Chairs attend Self-Study Institute	November 2019	Complete
Lead Committee Selected - begins discussion of Institutional Priorities	December 2019	Complete
Steering Committee Chairs established	January 2020	Complete
Co-Chairs prepare draft of Self-Study Design	January-February 2020	Complete
Co-Chairs present Institutional Priorities & Announce Working Group Chairs to Maritime Community [*Communications: Invitation via Email & Website*]	February-March 2020	Complete
Steering Committee provides feedback on draft Design before Submission of report to MSCHE VP	March 2020	Complete
MSCHE VP visit to Maritime, meets with executive and steering committee, provides design feedback [*Communications: Announcement via Email & Website*]	TBD	Postponed due to Covid-19
Working Group memberships finalized by Steering Committee	Summer 2020	●
Co-Chairs implement MSCHE-recommended Design changes and create Self-Study Report template	Summer 2020	●
Evidence Inventory collection process established	Summer 2020	●
Steering Committee identifies gaps in documentation, identifies redundancies and efficiencies, and commences regular meetings	September 2020	●
Campus-wide Kickoff Event (release of final Self-Study Design) [*Communications: Announcement via Email & Website*]	**August 2020**	●
Working Groups review evidence and begin process of self-study	Fall 2020	●
Working Group detailed outlines due	November 2020	●
Working Group first drafts submitted to Steering and Lead Committees	December 2020	●
Executive Committee provide feedback on first drafts	February 2021	●
External Chair identified by MSCHE	Spring 2021	●

Working Groups revise drafts	Spring 2021	●
Final Working Group draft submitted to Steering & Lead Committees	**April 2021**	●
MSCHE selects review team	Summer 2021	●
Co-Chairs finalize draft of Self-Study Report	Summer 2021	●
College Community reviews final draft of Self-Study report; Lead Committee incorporates changes *[Communications: Invitation via Email & Website]*	September-October 2021	●
MSCHE Team Chair preliminary visit *[Communications: Announcement via Email & Website]*	**Fall 2021**	●
College Council and President approve Self-Study report	Fall 2021	●
Verification of Compliance report complete	**December - January 2021/22**	●
Self-Study Submission Process Begins *[Communications: Invitation via Email & Website]*	December - January 2021/22	●
Evaluation Team Visit *[Communications: Invitation via Email & Website]*	**Spring 2022**	●
University submits Institutional Response	Spring 2022	●
MSCHE determines actions	**Summer 2022**	●
College receives MSCHE decision *[Communications: Announcement via Email & Website]*	Summer 2022	●

X. Evaluation Team Profile

The Maritime College Steering Committee requests that the members of the Evaluation Team include academic professionals sensitive to the specialized nature of the Maritime College, especially in understanding the mission, values, and operational structure of this institution. Evaluators are welcome from public or private institutions, while representatives from for-profit institutions are not preferred. Aside from the institutions listed below, we ask that evaluators from SUNY, CUNY, and other maritime institutions be excluded from consideration. The Evaluation Team should also be familiar with institutions of similar size and characteristics, and understand the challenges that face an institution like Maritime College, especially as it relates to faculty, staff, and students.

The Steering Committee further requests that the Chair of the Evaluation Team be an experienced evaluator who is, or has been, the president or provost of a small, specialized institution of higher education. In addition, the Steering Committee asks that team members have specific expertise in: (listed alphabetically)

- ABET Accreditation
- Assessment
- Budgeting in a public college environment
- Enrollment Management
- Library/Learning Resources and Information Systems
- General Education and Curriculum
- Online Learning
- Maritime Industry
- Professional Licensure and/or US Coast Guard Merchant Mariner Credentialing
- Regimental Structure and/or Navy ROTC
- Shared Governance
- Strategic Planning and Effectiveness
- Student Affairs
- System-ness as it pertains to being part of a university system

The following are institutional details that may provide a basis for the selection of the Evaluation Team. Maritime College, founded in 1874, is a charter member of the State University of New York (SUNY), located on the Throggs Neck peninsula in the Bronx, NY. One of SUNY's seven Colleges of Technology, and one of six Federally Designated State Maritime Academies in the United States, oversight is provided by the New York State Education Department, SUNY, the US Coast Guard, the US Maritime Administration, MSCHE and the Accreditation Board for Engineering and Technology.

The College enrolls approximately 1674 students – 1522 undergraduate and 152 graduate. As of the 2019-2020 school year, the student population is 86% male and 14% female; minority students are 29% of the population. 2% of the total population are veterans. The largest program is the US Coast Guard License program, delivered as part of twelve academic majors; this encompasses a population of 987 students both undergraduate (953) and graduate (34). Students enrolled in these programs must be part of the Regiment of Cadets.

There are three graduate programs: Master of Science degrees in International Transportation Management and Maritime & Naval Science, and an Advanced Certificate in Supply Chain Management. The most populated undergraduate degree programs, in order, are: Bachelor of Engineering, consisting of five ABET-Accredited majors in Electrical, Facilities, Marine, Mechanical and Naval Architecture (557); Bachelor of Science in Marine Transportation (345); and International Transportation and Trade (234). There are eleven total undergraduate majors, ten Baccalaureate and one Associate, and eight minors. There are 136 members of the Maritime College faculty, 68% full time and 32% part-time.

Recent major campus initiatives include the implementation of a new Strategic Plan (2019-2024), a $40 million, five-year construction campaign, and the design, construction and delivery of a new 515' training vessel, detailed in Section I.

The following is a list of institutions within the Middle States region that align with Maritime College in terms of mission, values, and structure. The Steering Committee understands that New York and particularly SUNY and CUNY schools would normally be excluded from such a list, but because of the uniqueness of our institution we have included one institution from each of New York's public university systems:

- SUNY Farmingdale (NY)
- CUNY City College of New York (NY)
- New Jersey Institute of Technology
- US Naval Academy at Annapolis (MD)
- Pennsylvania College of Technology (PA)
- Harrisburg University of Science and Technology (PA)
- York College of Pennsylvania (PA)

The Steering Committee asks that the following out-of-region institutions also be considered because of their alignment to the specialized nature of Maritime College:

- Norwich University (VT)
- Maine Maritime Academy (ME)
- US Coast Guard Academy (CT)

XI. Evidence

The Evidence Inventory will serve as a repository of documents and evidence to support the self-study process. The Inventory will be stored in a secure Dropbox account, with each Working Group Co-Chair granted access. Working Group Co-Chairs will have the ability to add and organize materials. Working Group VIII will be responsible for ensuring that the materials supplied are organized, catalogued, and easily accessible with a particular focus on identifying redundancies and efficiencies. Working Group VIII will also help members select evidence, assessments, policies, procedures, and other resources. Materials should be not more than three to five years old, with some notable exceptions.

The final Evidence Inventory will be catalogued by Standard in collaboration with Working Group VIII. Additional folders will be created and maintained for compliance purposes. Members will avoid using hyperlinks to connect to documents, as requested by MSCHE.

APPENDIX & CONTACT INFORMATION

Appendix: *Charting a New Course: SUNY Maritime College Strategic Plan, 2018-2024*

http://www.sunymaritime.edu/about/strategic-planning

https://drive.google.com/file/d/1Y8K8vCaA9LhcYeUKiWEEjkpBnzqHedOs/view

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