

**STATE UNIVERSITY OF NEW YORK  
DOWNSTATE MEDICAL CENTER  
(HEALTH SCIENCE CENTER AT BROOKLYN)**

**SELF-STUDY DESIGN  
FOR THE  
MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION**

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# SUNY Downstate Medical Center

## Self-Study Design

### SECTION I: INTRODUCTION

#### **A) OVERVIEW OF SUNY DOWNSTATE MEDICAL CENTER**

SUNY Downstate Medical Center (Downstate) is one of 64 campuses that comprise the State University of New York (SUNY) system. Located in Brooklyn, New York – the most rapidly expanding and diverse of New York City’s five boroughs – Downstate is one of four geographically disbursed health science centers within the SUNY system and, of those, one of two campuses that are dedicated medical universities with a focus on biomedical and science education.

The Downstate complex includes the College of Medicine, School of Graduate Studies, School of Public Health, College of Nursing, College of Health-Related Professions, extensive research and biotechnology facilities, and University Hospital of Brooklyn. Downstate encompasses a total student body of 1,863 full and part-time students and employs approximately 800 full-time faculty. Degrees granted include the MD, PhD, DPT, DPH, MPH, MS, and BS. The majority of students are enrolled in a graduate program of study. Students enrolled in BS programs enter at the upper level; all general education coursework is completed prior to acceptance.

As part of the SUNY system, Downstate belongs to the nation’s largest comprehensive system of public higher education. SUNY encompasses research universities, academic medical centers, liberal arts colleges, community colleges, agricultural and technical institutes, and an online learning network. It enrolls more than 465,000 students; offers more than 7,000 degree and certificate programs; employs some 88,000 faculty and staff; and is represented by 2.4 million alumni worldwide.

With only 141 academic medical centers in the country, Downstate is part of an elite national group that contributes most of the advances in treatment and biomedical research that make the American system of medicine so powerful. Downstate faculty developed a prototype heart-lung machine and performed the first open-heart surgical procedure in New York State (and the second successful procedure in the country). The first MRI machine capable of taking full-body images was built in the Basic Sciences Building on Downstate’s campus, and the faculty member who created it was recognized by President Ronald Reagan with the National Medal of Technology. In 1998, faculty member Robert F. Furchgott was awarded the Nobel Prize in Physiology or Medicine.

Downstate plays an important role, nationally and regionally, in the physician and healthcare professional supply chain. According to the Association of Academic Medical Centers (AAMC), Downstate’s College of Medicine ranks fourth out of all the nation’s medical schools in the number of graduates who hold an active license to practice medicine. Regionally, this translates into Downstate being the top producer of physicians in New York State and New York City. We have graduated or trained one of every nine physicians practicing in New York City, and one of every three practicing in Brooklyn.

The College of Medicine is Downstate’s largest academic division, and intellectually and programmatically the college cross-fertilizes with its sister schools on campus. Students have multiple options to pursue combined

degrees, including an MD/PhD with the School of Graduate Studies, and an MD/MPH with the School of Public Health, which also offers an MS/MPH option for graduate nursing students.

While the College of Medicine is Downstate's educational anchor and linchpin, all of our colleges and schools hold equal importance. The School of Graduate Studies educates premier biomedical scientists. The School of Public Health is considered unique for its special focus on urban and immigrant health. The Colleges of Health Related Professions and Nursing enroll richly diverse student bodies. Graduates of these colleges address the healthcare needs of the residents of Brooklyn, New York City, and the tri-state area through the deployment of highly qualified nurses, occupational therapists, physical therapists, physician assistants, sonographers, and midwives.

Organizations recognized by the U.S. Secretary of Education that accredit Downstate's colleges and programs include:

- Accreditation Commission for Midwifery Education;
- American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education;
- American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education;
- Commission on Collegiate Nursing Education;
- Council on Accreditation of Nurse Anesthesia Educational Programs;
- Council on Education for Public Health;
- Liaison Committee on Medical Education.

Additional bodies include:

- New York State Department of Education;
- Accreditation Review Commission on Education for the Physician Assistant; Commission on Accreditation of Allied Health Education Programs;
- Joint Review Committee on Education in Diagnostic Medical Sonography.

Downstate traces its origins back to 1860, when the medical school was founded as the Teaching Division of Long Island College Hospital. At that time the science of medicine was young, and many of the standards of practice taken for granted today were unknown or in their infancy. When its doors opened, the school revolutionized medical education in the United States. The new school was unique because it rejected the idea that physicians should be trained exclusively in university classrooms and lecture halls and, for the first time in this country, brought the teaching of medicine to the hospital bedside. That spirit of innovation continues to define Downstate.

Over the years, SUNY Downstate has undergone several name changes. In 1931, the College of Medicine separated from Long Island College Hospital and was rechartered as the Long Island College of Medicine, with affiliated hospitals throughout Brooklyn. It joined the SUNY system in 1950 (the first College of Medicine to be added to SUNY's roster of specialty colleges) and was renamed SUNY Downstate Medical Center. In the early 1990s, the SUNY Board of Trustees voted to formally change the name of Downstate to "Health Science Center at Brooklyn." However, that name never gained traction among alumni and was virtually unknown by the general public. By the late 1990s, like other health science centers in the SUNY

system, the institution resumed using its earlier name. “Downstate Medical Center” is our public designation, while “Health Science Center at Brooklyn” remains Downstate’s legal name.

Downstate’s flagship campus occupies 13 acres in East Flatbush, Brooklyn. In April 1953, ground was broken for the Basic Sciences Building, and President Dwight D. Eisenhower laid the cornerstone in 1954. The complex was expanded in 1966 with the opening of University Hospital of Brooklyn. Also added that year were the School of Graduate Studies, the College of Health Related Professions, and the College of Nursing. Downstate’s latest academic addition, the School of Public Health, launched in 2009.

## **B) MISSION**

Downstate’s *Mission, Vision, and Values* statement incorporates the three components that traditionally define an academic medical center: Education of the next generation of health professionals; biomedical research; and patient care. But there are additional qualities that also define Downstate’s mission: commitment to community; providing access to educational opportunity; and embracing and promoting diversity. Downstate has been defined, shaped, and strengthened by the immigrant experience—just as Brooklyn has been.

Downstate is a leader in fostering diversity among healthcare providers. According to AAMC data, Downstate’s College of Medicine ranks in the 96<sup>th</sup> percentile in terms of African-American graduates. We are fourth in the nation, behind the three historically Black medical colleges, in the number of African American faculty members. The College of Medicine’s 2013 entering class speaks 54 different languages, and over 50 percent of the College’s total student body are first or second-generation Americans. The College of Nursing maintains over 70 percent diversity—while nationally, only 12 percent of the nation’s 2.9 million nurses are minority. Downstate is one of five institutions selected to work with the AAMC, the Coalition of Urban Serving Universities/ Association of Public and Land Grant Universities, and the NIH on a project called “Urban Universities for HEALTH,” which aims to improve the health of urban communities through health workforce development.

Through its programs of service learning and community outreach, Downstate has an immediate impact throughout Brooklyn. Two examples of note: Students in Downstate’s College of Medicine and College of Health Related Professions initiated the Brooklyn Free Clinic to provide care to the uninsured; and the School of Graduate Studies teamed with SUNY and the National Academy of Sciences to mentor children in local middle schools in science and math.

Downstate’s formal mission statement, revised in 2009, articulates these elements through four key strands:

- To provide outstanding education of physicians, scientists, nurses, and other healthcare professionals.
- To advance knowledge through cutting-edge research and translate it into practice.
- To care for and improve the lives of our globally diverse communities.
- To foster an environment that embraces cultural diversity.

## **C) RECENT DEVELOPMENTS AND EXPECTATIONS**

### *Developments:*

Downstate has undergone a number of recent changes. In 2012, a new president, Dr. John F. Williams, was appointed to lead the institution. Dr. Williams has initiated key leadership changes, including: Astra Bain Dowell was appointed Executive Vice President and Chief Operating Officer; Melanie F. Gehen, MHSA, was appointed Vice President for Financial Affairs and in this role provides financial leadership for the academic mission; and Jeffrey S. Putman, EdD, was appointed Vice President for Student Affairs and Dean of Students.

New curriculums have been implemented in the colleges of Medicine and Nursing. All but one of the specialized educational programs in the College of Health Related Professions (Diagnostic Medical Imaging, Midwifery, Occupational Therapy, Physician Assistant and Physical Therapy) engaged in comprehensive self-study within the last three years as a component of ongoing periodic assessment, and each review and subsequent on-site evaluation resulted in full, continued accreditation of the respective educational program. Downstate's most recent accreditation study was a review of the College of Medicine by the Liaison Committee on Medical Education (LCME) in 2013, which granted the College of Medicine full accreditation. The School of Public Health, which was fully accredited by the Council on Education for Public Health in 2010, is scheduled for a reaccreditation site visit in the spring of 2015.

In 2013, construction began on a new academic building, with an anticipated completion date in academic year 2015-2016. The building will house the School of Public Health and provide additional teaching facilities for all colleges, as well as a standardized patient testing center; a simulation center; and two floors of research laboratories. Construction is also underway on the third and final phase of Downstate's Advanced Biotechnology Incubator, which will double its existing size to 50,000 feet. The College of Nursing operationalized a state-of-the-art Simulator Laboratory in 2013 that includes low and high fidelity simulators, remote access, and video streaming capability.

Expectations:

Downstate will continue to evolve in its role as a major medical university. The dramatic changes occurring in the field of health care demand that Downstate assesses how we prepare the next generation of healthcare providers and scientists. In addition, the appointment of Downstate's new President in 2012; the adoption of new curricula in several colleges; and the proposed launch of a new round of strategic planning make this an opportune time to commence a decadal Self-Study.

We expect that Downstate's reputation for diversity and clinical excellence will continue to foster a strong applicant pool to all of our Colleges. We expect that, as Brooklyn's only academic medical center, Downstate will continue to strengthen its leading role in advancing medical education, research, and patient care and serve as the hub of healthcare education in Brooklyn. We expect to further enhance connections with sister SUNY campuses and collaborate on ideas, knowledge, services, best processes, and innovative research projects.

Finally, we expect that the Self-Study will allow Downstate to take stock, think creatively about the ways in which we could realize our vision, and craft a set of recommendations to help achieve that vision.

**D) STEPS TAKEN TO PREPARE FOR THE SELF-STUDY**

In 2013, President Williams appointed Downstate's Senior Vice President for Institutional Advancement and Philanthropy, JoAnn Bradley, EdD, to chair the Self-Study. President Williams invited select campus members, representing a broad spectrum of the Downstate community, to serve on the Middle States Steering Committee (MSSC) and the Executive Bridge Committee.

In Fall, 2013, communication and engagement with key campus leadership began. President Williams asked Downstate's Council of Deans and Chairs, which includes leadership from across the institution, for full support. Dr. Bradley subsequently met with the deans and chairs individually to encourage broad participation by their staffs. Two campus members (Dorothy Fyfe, Associate Vice President for Policy and Planning, and Nancy Victor, a Planning staff member) attended the MSCHE Self-Study Institute in December 2013. Downstate's College Council, a community advisory group that is part of SUNY and Downstate's governance structure, was briefed on the upcoming Self-Study and invited to participate in the MSCHE campus liaison visit scheduled in April 2014.

**MEMBERS OF DOWNSSTATE'S COUNCIL OF DEANS AND CHAIRS**

- Ovadia Abulafia, MD, *Professor and Chair of Obstetrics and Gynecology*
- Antonio Alfonso, MD, *Distinguished Teaching Professor and Chair of Surgery*
- Astra Bain-Dowell, MPA, *Executive Vice President and Chief Operating Officer*
- JoAnn Bradley, EdD, *Senior Vice President for Philanthropy*
- Ross Clinchy, PhD, *Associate Dean for Administration*
- James E. Cottrell, MD, FRCA, *Senior Vice President and Dean for Clinical Practice, and Distinguished Service Professor and Chair of Anesthesiology*
- Eva Cramer, PhD, *Vice President for Biotechnology and Scientific Affairs, and Distinguished Service Professor of Cell Biology and Medicine*
- Daisy Cruz-Richman, PhD, RN, *Professor and Dean, College of Nursing*
- John Dooley, *Interim Chief Information Officer*
- Stanley Fisher, MD, *Professor and Chair of Pediatrics*
- George Frangos, PhD, *Associate Dean for Graduate Medical Education*
- Dorothy Fyfe, MPA, *Associate Vice President of Policy and Planning*
- Melanie Gehen, MHSA, *Vice President for Financial Affairs*
- Stephen Goldfinger, MD, *Professor and Chair, Department of Psychiatry and Behavioral Sciences*
- Edward Heilman, MD, *Professor and Interim Chair of Dermatology*
- William Holman, *Interim Chief Executive Officer, University Hospital of Brooklyn*
- Pascal J. Imperato, MD, MPH&TM, MACP, *Distinguished Service Professor and Dean, School of Public Health*
- Margaret Kaplan, PhD, OTR, *Interim Dean and Associate Professor, College of Health Related Professions*
- Richard Katz, MHA, *Director of Academic Fiscal Affairs*
- Douglas Lazzaro, MD, *Professor and Richard C. Troutman, MD, Distinguished Chair in Ophthalmology and Ophthalmic Surgery*
- Michael Lucchesi, MD, *Professor and Chair of Emergency Medicine*
- Frank E. Lucente, MD, *Distinguished Teaching Professor and Former Chair, Department of Otolaryngology*
- Suzanne Mirra, MD, *Distinguished Service Professor and Chair of Pediatrics*
- Renee Poncet, *Vice President, Compliance and Audit*
- Jeffrey Putman, EdD, *Vice President for Student Affairs and Dean of Students*
- Deborah Reede, MD, *Professor and Chair of Radiology*
- Christopher Roman, PhD, *Interim Director of Cell Biology*
- Daniel Rosenbaum, MD, *Professor and Chair of Neurology*
- Richard Rosenfeld, MD, *Professor and Chair of Otolaryngology*
- Marvin Rotman, MD, *Professor and Chair of Radiation Oncology*
- Moro Salifu, MD, *Professor and Chair of Medicine*
- Pamela D. Sass, MD, *Senior Associate Dean for Academic Affairs and Acting Dean, College of Medicine*
- Mark Stewart, MD, PhD, *Professor and Dean, School of Graduate Studies*

- William Urban, MD, *Professor and Chair of Orthopedics and Rehabilitation Medicine*
- Miriam Vincent, MD, PhD, JD, *Professor and Chair of Family Medicine*
- Stephen Wadowski, MD, *Associate Dean, Graduate Medical Education Designated Institutional Official*
- Ellen Watson, *Assistant Vice President of Institutional Advancement*
- Jeffrey Weiss, MD, *Professor and Chair of Urology*
- Richard Winant, PhD, *Dean for Information Access and Director of Libraries*
- Robert K. S. Wong, PhD, *Distinguished Professor and Chairman, Department of Physiology and Pharmacology, and Professor, Department of Neurology*

#### **MEMBERS OF SUNY DOWNSTATE'S COLLEGE COUNCIL**

##### *Community Members:*

- Monica Sweeney, MD, MPH, *Chair*
- Philip Abramowitz, PhD
- Jacob Carl, *Student Member – College of Medicine*
- Michael Connors, Esq.
- Robert Herrmann, *Student Member – College of Health Related Professions*
- Constance Shames, MD, *Alumni and Faculty Representative*
- Garry Sklar, MD
- Elgin W. Watkins, MPH, MDiv, DMin
- Mirian Zavala, DNS, RN

##### *Downstate Administration Members on College Council:*

- John F. Williams, MD, EdD, MPH, FCCM, *President*
- Astra Bain-Dowell, MPA, *Executive Vice President and Chief Operating Officer*
- Pamela D. Sass, MD, *Senior Associate Dean for Academic Affairs and Acting Dean, College of Medicine*
- William Holman, *Interim Chief Executive Officer, University Hospital of Brooklyn*
- Dorothy Fyfe, MPA, *Associate Vice President for Planning*
- Ellen Watson, *Assistant Vice President, Office of Institutional Advancement*
- Michael Harrell, *Assistant Vice President, Community & Governmental Relations*

Based on these discussions, the MSSC finalized a timeline, drafted the Self-Study's basic design framework; and identified key faculty and administrators to serve on the Work Groups. The MSSC, the Executive Bridge Committee, and the Work Groups will participate in a Retreat on March 17, 2014, that will include an intensive review of the *Standards of Excellence for Higher Education*. Information will be carried on a Middle States Self-Study web page, which will be launched to coincide with a Town Hall Meeting scheduled for March 31, 2014.



## SECTION II: NATURE AND SCOPE OF THE SELF-STUDY

### A) COMPREHENSIVE SELF-STUDY MODEL SELECTED

The Middle States Commission on Higher Education last conducted a site visit at Downstate in 2006. Downstate's Periodic Review Report was submitted to MSCHE in 2011. Downstate enjoys full, continued Middle States accreditation as a result of these reviews.

As Downstate prepares for MSCHE's site visit in 2016, we will again take the opportunity to assess Downstate's progress toward meeting our institutional goals through a Comprehensive Self-Study, consistent with MSCHE's *Designs for Excellence: Handbook for Institutional Self-Study*.

*A comprehensive self-study enables a college or university to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals.*

### B) INTENDED OUTCOMES OF THE SELF-STUDY

Specific goals have been developed to guide the Self-Study process. These include:

- To examine Downstate's academic enterprise through the lens of the fundamental accreditation standards outlined in MSCHE's *Standards of Excellence in Higher Education*, and demonstrate compliance.
- To assess progress and growth since the last Self-Study; foster broad campus discussion; identify what is working well; and recommend improvement where necessary.
- To develop a framework for institutional planning, change, and growth.
- To review the strategic plans of 2010 and their recommendations, and prepare a new set of goals for 2020.
- To examine Downstate's multiple specialty accrediting self-studies and, as appropriate, integrate their findings and recommendations into the Self-Study Report.
- To examine how Downstate can best develop its curricula and academic offerings to reflect the challenges associated with the evolving healthcare system.
- To envision how Downstate can continue as a major force for educational and economic opportunity.

### **C) STRUCTURE AND RESPONSIBILITIES OF THE MIDDLE STATES STEERING COMMITTEE; SUPPORTIVE STRUCTURES; AND WORK GROUPS**

#### *Steering Committee Responsibilities*

Under the direction of the Chair, the MSSC responsibilities are to:

- Review the framework for the self-study;
- Determine institutional resources, including the time, space, and technology necessary to conduct the self-study process;
- Design the self-study process;
- Establish a Timetable, including specific targets, tasks, roles, and required activities;
- Facilitate communication among all constituencies regarding the self-study process;
- Create charges for each Work Group;
- Ensure access to documents, reports and other institutional materials essential for assessment of institutional process, products, and services;
- Coordinate and oversee the work of the Work Groups, including data and document collection;
- Examine interim reports from the Work Groups;
- Mold the reports of the Work Groups into a draft Self-Study Report and gather feedback;
- Prepare the final Self-Study Report;
- Work in concert with the appropriate institutional offices and the Middle States Association Staff Liaison in the coordination of the on-site evaluation visit.

#### **MEMBERS OF THE MIDDLE STATES STEERING COMMITTEE:**

##### **CO-CHAIRS:**

- JoAnn Bradley, EdD, *Senior Vice President for Philanthropy*
- Jeffrey Putman, EdD, *Vice President for Student Affairs and Dean of Students*

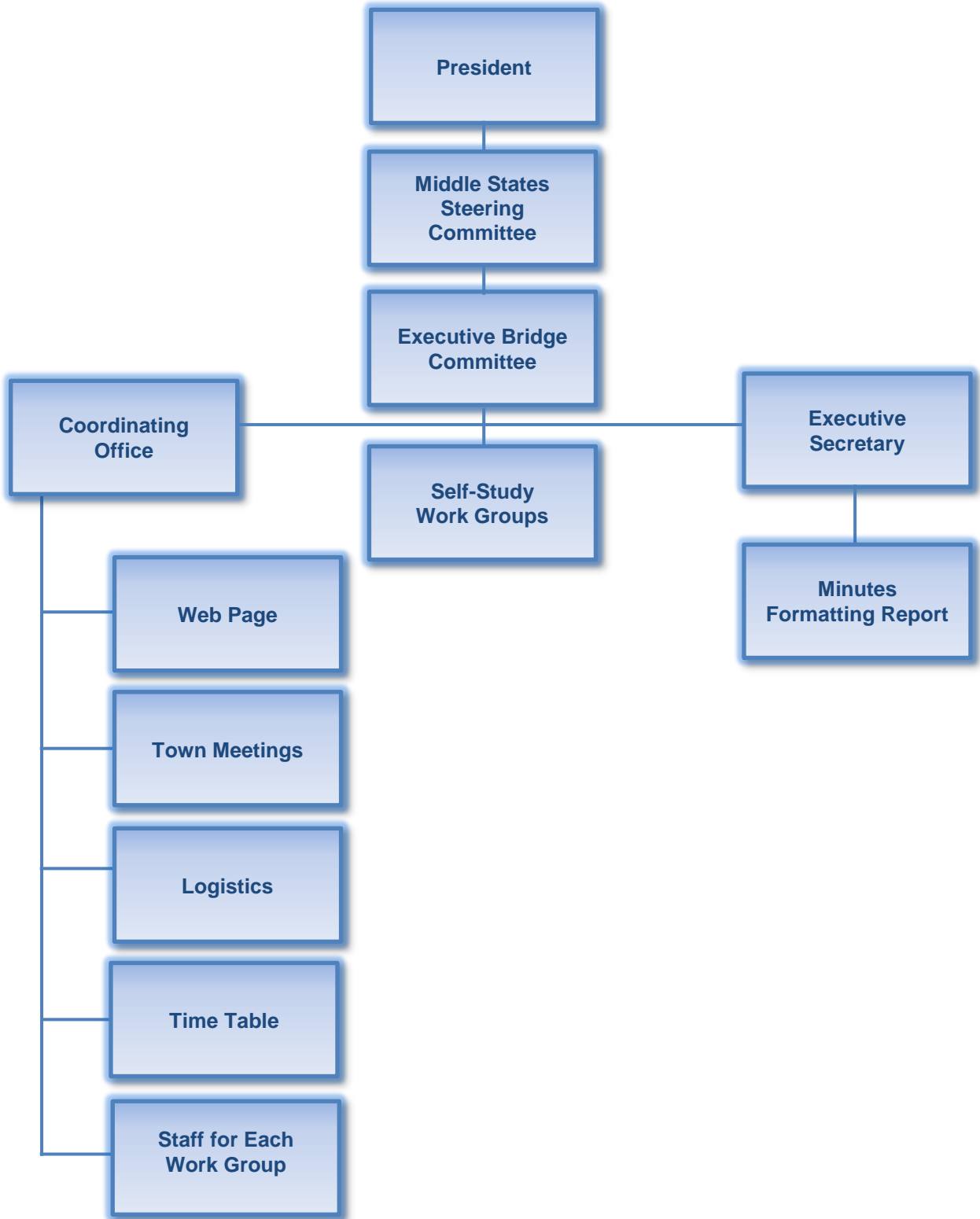
##### **DEPUTY CO-CHAIR:**

- Teresa Smith, MD, *Clinical Assistant Professor of Emergency Medicine*

**MEMBERS:**

- Kevin Antoine, JD, *Assistant Vice President, Office of Diversity & Inclusion; Assistant Professor of Health Law and Policy, College of Nursing; U.S. Fulbright Scholars Campus Representative*
- Ruth Browne, ScD, *Chief Executive Officer, Arthur Ashe Institute for Urban Health*
- Joanne Casarella, *Student, School of Public Health*
- Daisy Cruz-Richman, PhD, RN, *Professor and Dean, College of Nursing*
- John Dooley, *Interim Chief Information Officer*
- Dorothy Fyfe, MPA, *Associate Vice President for Policy and Planning*
- Constance Hill, MD, *Clinical Professor of Anesthesiology, College of Medicine; and Dean, Minority Affairs*
- Johnson Ho, *Student, School of Graduate Studies*
- Margaret Kaplan, PhD, OTR, *Interim Dean and Associate Professor, College of Health Related Professions*
- Evan Leung, *Student, College of Health Related Professions*
- Emily Levine, *Student, College of Medicine*
- Nicholas J. Penington, PhD, *Associate Professor of Physiology and Pharmacology*
- Stephan Rinnert, MD, *Professor of Emergency Medicine, College of Medicine; and Vice Chairman for Faculty Development and Education*
- Joyce Sabari, PhD, OTR, FAOTA, *Associate Professor and Chair of Occupational Therapy, College of Health Related Professions*
- Moro Salifu, MD, MPH, *Professor and Chair of Medicine, College of Medicine*
- Laila Sedhom, PhD, RN, *Professor and Associate Dean for Graduate Programs, College of Nursing*
- Mark Stewart, MD, PhD, *Dean, School of Graduate Studies*
- Stephen Wadowski, MD, *Clinical Associate Professor of Pediatrics, College of Medicine; and Associate Dean for Graduate Medical Education and Designated Institutional Officer*
- Richard Winant, PhD, *Dean of Academic Information Access and Director of Libraries*

### MIDDLE STATES SELF-STUDY ORGANIZATIONAL CHART



Supportive Structures:

**Executive Bridge Committee:**

An Executive Bridge Committee has been appointed to provide support to the Steering Committee. This committee will provide institutional information to the Steering Committee, and ensure that data are accurate and quickly available. The Executive Bridge Committee will also periodically meet with the Steering Committee for briefings on the Self-Study progress and to provide ongoing advice.

**EXECUTIVE BRIDGE COMMITTEE MEMBERS:**

- Astra Bain-Dowell, MPA, *Executive Vice President and Chief Executive Officer*
- JoAnn Bradley, EdD, *Senior Vice President for Philanthropy*
- Melanie F. Gehen, MHSA, *Vice President for Financial Affairs*
- Jeffrey S. Putman, EdD, *Vice President for Student Affairs, and Dean of Students*
- Pamela D. Sass, MD, *Senior Associate Dean for Academic Affairs and Acting Dean, College of Medicine*

**Executive Secretary:**

An Executive Secretary has been appointed to provide administrative and clerical support to the Middle States Steering Committee (MSSC). The secretary will be responsible for preparing the minutes of all MSSC meetings as well as collecting the minutes and reports prepared by each Work Group. The executive secretary will also aid in the preparation of the final report.

**Coordinating Office:**

The comprehensive Self-Study process will rely on active participation and involvement of all constituencies within and across each College and School. Therefore, a Coordinating Office has been established. The office will be responsible for sharing information about the process with faculty, students, and staff, and will be staffed by a Logistics Officer, a Timetable Coordinator, and a Senior Staff Assistant. In addition, each of the six Work Groups will include a staff assistant, and these six individuals will also be part of the Coordinating Office.

The Coordinating Office will be responsible for scheduling meetings and gathering material requested by committees. It will also maintain a Self-Study web page, which will serve as a vehicle for timely dissemination of information and for feedback and input from all constituencies.

The Coordinating Office will work in concert with the MSSC to coordinate Town Meetings. These will provide an opportunity for all members of the campus community to participate in the Self-Study and to ask questions and provide input. The Coordinating Office will be responsible for scheduling the Town Meetings and publicizing them. It will also be responsible for disseminating information throughout the Self-Study process.

**Work Groups:**

Six Self-Study Work Groups have been established. The Work Group chairs and co-chairs are listed below with the *Standards of Excellence* that will be reviewed by each Group. The list of members of each of the Work Groups can be found in **Appendix A**. Charges to each of the Groups are delineated in **Appendix B**.

Note that Standard 12, General Education, is not applicable to Downstate's educational offerings and is therefore not included in the list of standards under review.

**D) SELF-STUDY WORK GROUPS AND STANDARDS FOR REVIEW**

<p><b>Work Group 1: Mission and Goals; Integrity</b></p> <p>Pascal J. Imperato, MD, MPH&amp;TM, MACP (<i>Chair</i>) Dean and Distinguished Service Professor, School of Public Health</p> <p>Pamela Sass, MD (<i>Co-Chair</i>) Senior Associate Dean for Academic Affairs and Acting Dean, College of Medicine</p>	Standards 1 and 6
<p><b>Work Group 2: Planning, Resource Allocation, Institutional Renewal; Institutional Resources; Institutional Assessment</b></p> <p>Dorothy Fyfe, MPA, (<i>Chair</i>) Associate Vice President for Policy and Planning</p> <p>Audrée Bendo, MD (<i>Co-Chair</i>) Distinguished Service Professor of Anesthesiology and Director of Neurosurgical Anesthesiology; Anesthesiology Residency Program Director and Vice Chair for Education, College of Medicine</p>	Standards 2, 3, and 7
<p><b>Work Group 3: Leadership &amp; Governance; Administration</b></p> <p>Kathleen E. Powderly, CNM, PhD (<i>Chair</i>) Director, John Conley Division of Medical Ethics and Humanities</p> <p>Joyce Sabari, PhD, OTR, FAOTA (<i>Co-Chair</i>) Associate Professor and Chair of Occupational Therapy, College of Health Related Professions</p>	Standards 4 and 5
<p><b>Work Group 4: Student Admissions &amp; Retention; Student Support Services</b></p> <p>Judith H. LaRosa, PhD, RN (<i>Chair</i>) Vice Dean and Distinguished Service Professor, Department of Health Policy and Management, School of Public Health</p> <p>James P. Newell, JD (<i>Co-Chair</i>) Director of Financial Aid</p>	Standards 8 and 9
<p><b>Work Group 5: Faculty</b></p> <p>Rauno Joks, MD (<i>Chair</i>) Chief and Program Director, Division of Allergy &amp; Immunology; Associate Professor of Clinical Medicine, College of Medicine</p> <p>Ronnie Lichtman, CNM, LM, PhD, FACNM (<i>Co-Chair</i>) Professor and Chair, Midwifery Education Program, College of Health Related Professions</p>	Standard 10
<p><b>Work Group 6: Educational Offerings; Related Educational Activities; Assessment of Student Learning</b></p> <p>Daisy Cruz-Richman, PhD, RN (<i>Chair</i>) Dean and Professor, College of Nursing</p> <p>Madiha Akhtar, PhD (<i>Co-Chair</i>) Assistant Dean, Student Affairs</p>	Standards 11, 13, and 14

## E) SELF-STUDY TIMETABLE

Utilizing the structure and timeline outlined below, the MSSC will oversee the coordination of all self-study activities and communication mechanisms to ensure a comprehensive Self-Study.

FALL 2013
<ul style="list-style-type: none"> <li>▪ Discussion with the President regarding the Self-Study process.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Two campus members attend the Self-Study Institute.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Appointment of Chair, co-chairs and members of the Middle States Steering Committee discussed.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Committee format and support structures selected.</li> </ul>
SPRING 2014
<ul style="list-style-type: none"> <li>▪ Planning discussions commence.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Members of the Steering Committee selected.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Decision made to undertake a Comprehensive Self-Study.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Chair and Co-Chairs selected.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Standards of Excellence divided between six Work Groups and Work Group chairs, co-chairs, and members appointed.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Numerous presentations and discussions to engage campus stakeholders.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Work Group Charges prepared.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Institutional information and data sets identified.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Self-Study design completed and submitted.</li> </ul>
<ul style="list-style-type: none"> <li>▪ March 17, 2014 Retreat scheduled for Middle States Steering Committee, Executive Bridge Committee.</li> </ul>
<ul style="list-style-type: none"> <li>▪ March 31, 2014 Town Meeting scheduled. Middle States website goes live.</li> </ul>
<ul style="list-style-type: none"> <li>▪ April 9, 2014 scheduled visit by Middle States liaison to discuss Self-Study design proposal and meet with key individuals and groups.</li> </ul>
SPRING, SUMMER, AND FALL 2014
<ul style="list-style-type: none"> <li>▪ Work groups examine MSCHE standards and begin research in response to questions.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Work groups hold regular Meetings with MSSC; submit rounds of Work Group Reports.</li> </ul>
<ul style="list-style-type: none"> <li>▪ MSSC Monthly Meetings to analyze findings.</li> </ul>
WINTER 2015
<ul style="list-style-type: none"> <li>▪ Prepare list of peers and competitors and submit to Middle States Liaison.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Middle State Commission selects Chair of the evaluation team.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Chair of the evaluation team and Downstate agree upon dates for the team visit and Chair's preliminary visit.</li> </ul>

<b>SPRING AND SUMMER 2015</b>
<ul style="list-style-type: none"> <li>▪ Draft Self-Study completed and distributed for comments.</li> </ul>
<b>FALL 2015</b>
<ul style="list-style-type: none"> <li>▪ Draft Self-Study posted on web for campus review.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Draft Self-Study sent to Evaluation Team Chair.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Downstate prepares Final Draft of Self-Study document.</li> </ul>
<ul style="list-style-type: none"> <li>▪ President and Downstate’s SUNY Council review Final Draft of Self-Study report.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Community Feedback, Focus Groups, Town Meetings</li> </ul>
<ul style="list-style-type: none"> <li>▪ Evaluation Team Chairman’s Preliminary Visit.</li> </ul>
<b>SPRING 2016</b>
<ul style="list-style-type: none"> <li>▪ Final Self-Study distributed to Site-Visit Team and MSCHE.</li> </ul>
<b>MARCH – APRIL 2016</b>
<ul style="list-style-type: none"> <li>▪ Evaluation Site-Team visit.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Scheduled Evaluation Team report to Downstate.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Downstate response to MSCHE.</li> </ul>
<b>JUNE 2016</b>
<ul style="list-style-type: none"> <li>▪ Middle States Commission Action.</li> </ul>

#### **F) SUGGESTED PROFILE OF THE EVALUATION TEAM**

Members of the Evaluation Team will preferably have experience with 1) complex medical universities; 2) large public universities that include the health sciences and are state regulated; 3) graduate education in medical and/or scientific disciplines; 4) upper division undergraduate and graduate-level education in nursing, allied health, and public health disciplines.

It would also be helpful for team members to have experience in one or more of the range of healthcare disciplines taught within Downstate’s colleges and schools, including: Medicine; Biomedical Graduate Studies; Public Health; Nursing; Physician Assistant; Occupational Therapy; Physical Therapy; Midwifery; Sonography; and Health Information Management.

We would recommend that the Team Chair have experience as the president or provost of an academic medical center that includes multiple health-focused colleges, and that the Financial Reviewers have experience with public academic medical centers that are state regulated.

Individuals who are familiar and sensitive to multicultural environments and have experience with academic institutions located in urban settings would also be an asset to the evaluative process.



## SECTION III: APPENDICES

### APPENDIX A

#### MIDDLE STATES SELF-STUDY WORK GROUP MEMBERS AND INVENTORY OF SUPPORT DOCUMENTS

##### Work Group 1 – Charge: Examine Standards 1 and 6 (Mission and Goals; Integrity)

###### Work Group Members

- **Chair:** Pascal J. Imperato, MD, MPH & TM, MACP, *Dean of the School of Public Health and Distinguished Service Professor*
- **Co-Chair:** Pamela D. Sass, MD, *Senior Associate Dean for Academic Affairs and Acting Dean, College of Medicine*
- Haseeb A. Siddiqi, PhD, *Associate Professor of Microbiology*
- Ruth C. Browne, ScD, *Chief Executive Officer, Arthur Asbe Institute*
- Felix Nwamaghinna, MSB, RPA-C, *Chairman and Assistant Professor, Physician Assistant Program*
- Veronica Arikian, PhD, RN, *Director of Continuing Education and Associate Professor, College of Nursing*
- Douglas R. Lazzaro, MD, FACS, FAAO, *Professor and Chair of Ophthalmology*
- Johnson Ho, *Student, School of Graduate Studies*
- Aditya Traigoppula, *Student, School of Graduate Studies*
- **Staff Assistant:** Leslie Schechter

##### Work Group 2 – Charge: Examine Standards 2, 3, and 7 (Planning, Resource Allocation, and Institutional Renewal; Institutional Resources; Institutional Assessment)

###### Work Group Members

- **Chair:** Dorothy Fyfe, MPA, *Associate Vice President for Policy and Planning*
- **Co-Chair:** Audrée Bendo, MD, *Distinguished Service Professor of Anesthesiology*
- Teresa M. Miller, PT, PhD, *Associate Professor, College of Health Related Professions*
- Martin J. Deane, *Vice President, Materials Management*
- John Zubrovich, *Acting Director, Biomedical Communications*
- Lisa Merlin, MD, FAAN, *Distinguished Teaching Professor, Neurology, Physiology, and Pharmacology*
- Thomas F. Dugan, *Chief of University Police*
- John Dooley, *Interim Chief Information Officer*
- **Staff Assistant:** Wolf Lacossiere

**Work Group 3 – Charge: Examine Standards 4 and 5 (Leadership and Governance; Administration)**

**Work Group Members**

- **Chair:** Kathleen E. Powderly, CNM, PhD, *Director, John Conley Division of Medical Ethics and Humanities*
- **Co-Chair:** Joyce S. Sabari, PhD, OTR, FAOTA, *Associate Professor and Chair of Occupational Therapy*
- Nancy Giordano, EdD, FNP, RN, *Clinical Associate Professor of Nursing*
- Katherine Perkins, PhD, *Associate Professor of Physiology and Pharmacology*
- Todd C. Sacktor, MD, *Distinguished Professor, Physiology, Pharmacology, and Neurology*
- Isaac Topor, EdD, RHIA, *Chair, Medical Informatics Program*
- Margaret Donat, MD, *Professor of Family Medicine*
- Simone Reynolds, PhD, MPH, *Assistant Professor of Epidemiology and Biostatistics*
- Stephen Waite, MD, *Assistant Professor of Radiology*
- Anika Daniels-Osaze, *Assistant Director, Minority Affairs*
- Michael Sangbowale, *Student, School of Graduate Studies*
- **Staff Assistant:** Dionne Davis-Lowe

**Work Group 4 – Charge: Examine Standard 8 and 9 (Student Admissions and Retention; Student Support Services)**

**Work Group Members**

- **Chair:** Judith H. LaRosa, PhD, RN, *Vice Dean and Professor, Department of Health Policy and Management*
- **Co-Chair:** James P. Newell, JD, *Director of Financial Aid*
- Nellie Bailey, EdD, RN, *Associate Dean for Undergraduate Programs and Clinical Assistant Professor, College of Nursing*
- Constance Hill, MD, *Clinical Professor, Department of Anesthesiology*
- Joanne S. Katz, PT, DPT, PhD, *Chair and Associate Professor, Physical Therapy Program*
- Rhonda Osborne, MD, *Assistant Professor, Radiology*
- Jeffrey Putman, EdD, *Vice President for Student Affairs and Dean of Students*
- Julio Avalos, *Student, College of Health Related Professions*
- Danielle Glanzberg, *Student, College of Nursing*
- **Staff Assistant:** Daniel Ilyayev

### Work Group 5 – Charge: Examine Standard 10 (Faculty)

#### Work Group Members

- **Chair:** Rauno Joks, MD, *Chief and Program Director for the Division of Allergy and Immunology, Associate Professor of Clinical Medicine*
- **Co-Chair:** Ronnie Lichtman, CNM, LM, PhD, FACNM, *Professor and Chairperson Midwifery Education Program, College of Health Related Professions*
- Ross Clinchy, PhD, *Associate Dean for Administration, College of Medicine*
- Laila Sedhom, PhD, RN, *Associate Dean for Graduate Programs and Professor, College of Nursing*
- Magda Alliancin, EdD, *Program Coordinator, Early Medical Education Program*
- Mafuzur Rahman, MD, *Vice Chair and Clinical Assistant Professor, Department of Medicine*
- Deborah L. Reede, MD, *Professor and Chair, Radiology*
- Richard Winant, PhD, *Dean for Academic Information and Director of Libraries, The Medical Research Library of Brooklyn*
- Margaret Clifton, EdD, RN, *Assistant Professor and Director of Simulation and the Learning Resource Center, College of Nursing*
- Daniel Ehlke, PhD, MA, *Assistant Professor, School of Public Health*
- Katherine Perkins, PhD, *Associate Professor of Physiology and Pharmacology*
- Diana Weaver, MD, *Assistant Professor, College of Medicine*
- Suzanne White, MA, OTR, *Clinical Assistant Professor, College of Health Related Professions*
- Sinead Brady, *Student, College of Medicine*
- Susan Holman, *Student, School of Public Health*
- **Staff Assistant:** Guoda Miriam Burr

### Work Group 6 – Charge: Examine Standards 11, 13, and 14 (Educational Offerings; Related Educational Activities, and Assessment of Student Learning)

#### Work Group Members

- **Chair:** Daisy Cruz-Richman, PhD, RN, *Dean and Professor, College of Nursing*
- **Co-Chair:** Madiha Akhtar, PhD, *Assistant Dean, Student Affairs*
- Srinivas Kolla, MD, *Assistant Professor of Radiology*
- Richard Kollmar, PhD, *Assistant Professor of Otolaryngology*
- David J. Wlody, MD, *Professor of Clinical Anesthesiology*
- Edeline Mitton, MEd, *Director of Continuing Medical Education*
- Suzanne Schechter, CNM, LM, MS, FACNM, *Clinical Assistant Professor, Midwifery Education Program*
- Margaret O’Sullivan, MPA, *Assistant Vice President for Student Life*
- Lorraine Terracina, PhD, *Visiting Associate Professor and former Dean of Student Affairs*
- Carl Rosenberg, PhD, MS, *Clinical Assistant Professor, College of Medicine*
- Sarah A. Jones, *Student, School of Public Health*
- **Staff Assistant:** Judith Ruddock

**DOCUMENT LIST**

<b>Document Name</b>	<b>Location</b>
ACT Handbook	Doc Room, Flash Drive
Affiliation Agreements by College and Program	Doc Room Only
Audited Financial Statements 2013	Doc Room, Flash Drive
Appendices	Doc Room, Flash Drive
CAPQ Guidelines CHRP	Doc Room Only
CAPQ Guidelines COM & SGS	Doc Room Only
CAPQ Guidelines Nursing	Doc Room Only
CAPQ Guidelines SPH	Doc Room Only
Chancellor's Award for Excellence	Doc Room Only
College of Health Related Professions Bulletin	Doc Room, Flash Drive
College of Medicine and Graduate Studies Bulletin	Doc Room, Flash Drive
College of Nursing Bulletin	Doc Room, Flash Drive
Distance Learning Document	Doc Room, Flash Drive
Distinguished Faculty Ranks (Awards)	Doc Room Only
Facilities Brochure	Doc Room, Flash Drive
Faculty Governance Committee Bylaws	Doc Room, Flash Drive
Faculty Handbook	Doc Room, Flash Drive
Faculty Publications	Doc Room Only
Financial Aid Policies	Doc Room, Flash Drive
Medical Research Library of Brooklyn	Doc Room, Flash Drive
Outcomes Assessment Report	Doc Room, Flash Drive
Power of SUNY 2010 and Beyond	Doc Room, Flash Drive
Research Conflict of Interest Policy	Doc Room, Flash Drive
Research Misconduct	Doc Room, Flash Drive
School of Public Health Bulletin	Doc Room, Flash Drive
Self-Study Report	Doc Room, Flash Drive
Strategic Intent 2010-2015	Doc Room, Flash Drive
Strategic Intent 2016-2020	Doc Room, Flash Drive
Student Handbook	Doc Room, Flash Drive
Student Newsletter- February & April 2015	Doc Room Only
Student Surveys	Doc Room, Flash Drive
SUNY Bd. Of Trustees By-Laws	Doc Room, Flash Drive
SUNY Bd. Of Trustees Bios	Doc Room Only
SUNY Chancellor's Cabinet Bios	Doc Room Only
SUNY Handbook (General Info Summary)	Doc Room Only

## APPENDIX B

### WORK GROUP STANDARDS FOR REVIEW AND CHARGE QUESTIONS

Each Work Group has been charged with examining a set of standards, and with examining specific research questions developed in relationship to those standards. The chair and co-chair of each group should encourage broad discussion, reach consensus on issues, and develop recommendations for areas where improvement could be useful.

Work Groups should:

- 1) Understand Middle States Commission on Higher Education self-study accreditation processes and requirements, and be familiar with the 13 standards of accreditation that will be reviewed as part of Downstate's Self-Study.
- 2) Thoroughly review each Standard of Accreditation the Work Group is charged with assessing, as detailed in *MSCHE's Characteristics of Excellence in Higher Education*. Outline action steps needed to demonstrate Downstate's compliance with the fundamental elements of each standard.
- 3) Bear in mind that the MSCHE Self-Study process is similar to that of specialty accreditations, in that Middle States accreditation reflects demonstrated compliance with a select set of standards. It is also important to use the Charge questions as a springboard for analysis and reflection.
- 4) The Inventory of documents represents a sample of campus documents. Identify and collect additional reports, publications, data, web pages, policy statements, and other material that is relevant or needed to document compliance with assigned standards. Data gathering should be done early in the Work Group's deliberations to allow reasonable time for collection of material. The MSSC and the Executive Bridge Committee will assist in securing information if it is not readily available.
- 5) Identify additional documentation that may be necessary to address research questions assigned to the Work Group.
- 6) If material to address a charge is not available, work collaboratively with the Steering Committee to assess if studies, surveys, or other information-gathering modalities can be commissioned to provide insight into the charges the Work Group is assessing.
- 7) In addition to addressing and documenting compliance with the *Characteristics of Excellence*, each of the analytic questions that are part of the Work Group's charge should be answered.
- 8) Logically examine aspects of Downstate's colleges, schools, operations, and functions that relate to the Work Group's charge and identify areas of strength and areas where improvement might be implemented. For some research questions, it may be appropriate to consult with other Work Groups.
- 9) Reports should include relevant description as appropriate, but the focus should be on evaluation, assessment, and recommendations and strategies for improvement.
- 10) The element of the Standard and each research question addressed should be clearly identified.
- 11) Develop a set of Strengths, Challenges, and Recommendations for Improvement and Renewal.
- 12) Report progress to the MSSC at regular intervals.
- 13) Submit draft of Work Group to the MSSC consistent with the Self-Study timetable.

## **WORK GROUP 1: STANDARDS 1 AND 6**

### **Charge:**

Work Group 1 will explore the inter-dependent relationships between mission, goals, and integrity. The Work Group should examine how effectively Downstate has been guided by its *Mission, Vision, and Values Statement* and how in turn the mission statement reflects Downstate's core values. The Work Group should also explore the role of integrity in an academic medical center and how ethical behavior is intrinsic to the way Downstate defines itself.

### **Standard 1: Mission and Goals:**

*"The institution's mission clearly defines its purpose within the context of higher education and indicates who 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 governing body to develop and shape programs and practices and to evaluate effectiveness."* – from MSCHE *Characteristics of Excellence*

#### **Research Questions**

- 1.1 To what extent have initiatives and enhancements, i.e., academic programs, research agendas, infrastructure projects, etc., been driven by the mission and goals of Downstate?
- 1.2 How well are faculty, staff, and students familiar with Downstate's mission and goals and implementation?
- 1.3 How have faculty, staff, and students been involved in the development of Downstate's mission and goals?
- 1.4 How fully does the *Mission, Vision, and Value Statement* capture Downstate's institutional identity?
- 1.5 Most of Downstate's individual colleges have developed their own mission and goals statements, which address their specific constituencies. How well do these stated missions fit into the overall campus mission?

### **Standard 6: Integrity**

*"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."* – from MSCHE *Characteristics of Excellence*

#### **Research Questions:**

- 6.1 How effective are Downstate's institutional policies being communicated to students, faculty and staff? How effective are the responsible administrative bodies at implementing and enforcing institutional policies?
- 6.2 How are the needs of all the constituencies of the institution being considered in terms of curricular improvement?
- 6.3 How well does the Downstate environment promote a culture of integrity, fairness, civility, and ethical values among faculty, staff, and students?
- 6.4 How does each of the various colleges encourage feedback and address student and faculty concerns?

- 6.7 How effective is Downstate in fostering a climate of academic and intellectual freedom? How does Downstate promote academic honesty in student work?
- 6.9 How well does Downstate integrate respect for cultural competency and diverse cultures, as well as sexual orientation and gender identity into its operations and training?

## **WORK GROUP 2: STANDARDS 2, 3, AND 7**

### **Charge:**

Work Group 2 will consider Downstate’s diverse and evolving institution needs and priorities relative to strategic planning, program development, resource allocation, outcomes assessment, and institutional renewal. The Work Group should explore outcomes related to short and long-term strategic planning, as well as how resource allocations support institutional planning. The Work Group should also assess how these processes can be used to ensure institutional sustainability and effectiveness. Suggestions made by the Periodic Review Report evaluators will be examined as part of this Work Group.

### **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.” – from MSCHE Characteristics of Excellence*

#### **Research Questions:**

- 2.1 Have there been any recent significant initiatives in Downstate’s academic programs, services, and activities?
- 2.2 How and why have institutional planning processes changed over the past five years? Have those process changes achieved the desired impact?
- 2.3 How well does Downstate connect resource allocation to strategic planning and institutional renewal? What are some of the successful “halo” projects that have contributed to institutional renewal?
- 2.4 To what extent do these processes reflect institutional and educational assessment?
- 2.5 Retrospectively, describe the long and short-term goals of Downstate’s academic planning projections over the last ten years. What has been implemented to date? How did assessment factor into plans that had not been executed?

### **Standard 3: Institutional Resources**

*“The human, financial, technical, physical 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.” – from MSCHE Characteristics of Excellence*

#### **Research Questions:**

- 3.1 What steps have been taken to evaluate how effectively resources are allocated and expended? Have specific changes been implemented and what were the outcomes?
- 3.2 What are the most significant challenges for human resources, technology resources and physical plant resources over the next five years? What is the process by which plans for addressing these challenges are being developed within the context of overall institutional planning?

- 3.3 We know that financial planning can be sensitive to intervening variables. How have Downstate's academic budget processes responded to recent variables?
- 3.5 How well is the institution keeping up with advances in teaching and learning technologies? Are linked planning and budgetary processes in place to address evolving needs?
- 3.6 When additional resources are devoted to a college, program, or area, how is the success of additional funding measured and tracked?

### **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.”*

*– from MSCHE Characteristics of Excellence*

#### **Research Questions:**

- 7.1 How involved are faculty, academic, and institutional leaders in institutional assessment activities?
- 7.2 What policies and governance structures are in place to facilitate institutional assessment?
- 7.3 How effective have institutional assessment processes been in supporting the decisions made by faculty and staff for improving educational programs?
- 7.4 How have Human Resources policies and procedures strengthened the institution's abilities to achieve its mission and goals?
- 7.5 In what ways has assessment contributed to institutional renewal?
- 7.6 To what extent have improvements in processes, technology, equipment, or facilities reflected institutional assessment?
- 7.7 How will assessment be used to evaluate the new curriculums in Medicine and the College of Medicine?

### **WORK GROUP 3: STANDARDS 4 AND 5**

#### **Charge:**

Effective leadership and governance structures and qualified administrators are critical to institutional success, goal setting, and accomplishing mission. Work Group 3 should explore Downstate's structures for leadership and governance, as well as administrative structures that support effective decision making. It should also explore the policies and procedures that determine campus leadership roles, and how leadership and administration encourage a culture of innovation, teamwork, empowerment, and continuous improvement.

### **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.” – from MSCHE Characteristics of Excellence*



Research Questions:

- 4.1 How do the governance structures of the individual schools/colleges relate to the overall governance structure of Downstate?
- 4.2 What is the governance structure of SUNY and how does it relate to the overall structure of Downstate?
- 4.3 What role do Downstate's campus governance structures play in advancing institutional renewal?
- 4.4 What are the governance structures for faculty and students? How effective are these structures in responding to constituent needs?
- 4.5 How well do campus governance structures coordinate with each other? Is communication bi-directional?

**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." – from MSCHE Characteristics of Excellence*

Research Questions:

- 5.1 Reviewing the organization charts of each college, how effective are current administrative processes?
- 5.2 How can we assure that administrative structures are facilitating learning?
- 5.3 How well do Downstate's leadership and administration structures encourage a culture of innovation, teamwork, and empowerment?
- 5.3 How well do Downstate administrative structures and services facilitate effective execution and decision-making?
- 5.5 To what extent do Downstate administrators use campus "Big Data" in assessment and decision making processes? Do Downstate administrators have adequate access to campus and system-wide data to facilitate evidence-based decision making?

**WORK GROUP 4: STANDARDS 8 AND 9****Charge:**

Work Group 4 will conduct an analysis of admission policies, procedures, and student support services across each college. How do these contribute to student success? How do Downstate admission policies help ensure a strong, diverse student body? How does the Division of Student Affairs help Downstate students achieve their educational goals?

**Standard 8: Student Admissions and Retention**

*"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 students' educational goals." – from MSCHE Characteristics of Excellence*

- 8.1 Do comparisons of Downstate's retention and graduation rates to similar schools, aspirant institutions, and national averages indicate that the institution is performing effectively?
- 8.2 What criteria are used to assess whether periodic review of admissions policies are effective? Are changes in the process needed?

### **Standard 9: Student Support Services**

*“The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.” – from MSCHE Characteristics of Excellence*

- 9.1 What changes in the provision of student support services have been implemented over the past five years? What evidence is there that these changes were based on appropriate assessment results? How effective were the changes?
- 9.2 What type of personal and social development does the institution seek to foster? How effective are programs and services designed to support this development?

### **WORK GROUP 5: STANDARD 10**

#### **Charge:**

Work Group 5 will consider evolving faculty roles and responsibilities and the linkages among scholarship, teaching, student learning, research, and service in the ever changing and highly technological academic environment.

### **Standard 10: Faculty**

*“The institution’s instruction, research, and service programs are devised, developed, monitored, and supported by qualified professionals.” – from MSCHE Characteristics of Excellence*

- 10.1 Are there differences across departments in the criteria for faculty appointment, tenure, and promotion? Identify and evaluate the basis for such differences.
- 10.2 How should expenditures for faculty development be prioritized?
- 10.3 How is the number of faculty needed at each level in each discipline of each college determined?
- 10.4 What role do faculty play in designing and evaluating curricula? How did faculty contribute to the development of the new curriculums in Medicine and Nursing?
- 10.5 To what extent do faculty engage in community service and outreach activities? What is their role in encouraging students to engage in community outreach?
- 10.6 How are faculty supported in incorporating new software and technology into classroom instruction?
- 10.7 How well does Downstate engage in institutional renewal through balancing new appointments between promising young faculty and renowned professionals who can attract grant support?

### **WORK GROUP 6: STANDARDS 11, 13, AND 14**

#### **Charge:**

Work Group 6 will assess the relevance of the academic and clinical curricula in preparing students to meet evolving needs in the health care industry. The work group will consider related educational activities.

### **Standard 11: Educational Offerings**

*“The institution’s educational offering display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.”*  
– from MSCHE *Characteristics of Excellence*

- 11.1 How well communicated and how easily accessible are statements of expected student learning outcomes at the institutional, program, and course level?
- 11.2 What evidence demonstrates that the institution’s education offerings have academic content and rigor appropriate to the degree levels? How do the program development and assessment processes foster periodic consideration of academic content and rigor?

### **Standard 13: Related Educational Activities**

*“The institution’s program’s or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.”* – from MSCHE *Characteristics of Excellence*

- 13.1 Are the processes for developing, offering and evaluating Certificate Programs coherent and consistent across the institution? How do Certificate Programs relate to existing academic departments, degree programs, and existing faculty? Are the levels of relationships and connections effective and appropriate?
- 13.2 What evidence exists that students in distance education courses achieve learning goals comparable to the goals achieved in face-to-face courses?

### **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.”* – from MSCHE *Characteristics of Excellence*

- 14.1 How well has the institution articulated, communicated and prioritized expected student learning outcomes at the institutional, program, and course levels?
- 14.2 How effectively are assessment processes measuring student achievements of expected learning outcomes?
- 14.4 How effective are campus efforts to encourage, recognize, and value faculty efforts to assess student learning and improve their teaching?

## APPENDIX C

### SELF-STUDY REPORT FORMAT/STYLE

The following format and style guidelines are to be followed when preparing both interim and final self-study work group reports:

#### FORMAT

Software:	Microsoft Word
Fonts:	Garamond 11 for main text and minor headings, and Garamond 10 for some lists, Arial 10 (bold face, underlined, all caps, and in blue ink) for major headings, and Arial 16 (bold face, underlined, all caps, and in blue ink) for titles
Page margins:	1” for the left, right, and bottom margins, left justified; 0.85” for the top margin
Line spacing:	Single spacing body of text; double space between paragraph and sections
Tabs:	No indent at the beginnings of paragraphs
Hyphenation:	No end-of-line word divisions
Major Headings:	Use all caps, center, and bold face, blue ink (Arial 10)
Minor Headings	Locate at left-hand margin; all caps, underline, black ink (Garamond 11)
Page numbering:	Top right
Page Layout:	No headers or footers
Title Page:	Identify name of study group, and date submitted

#### STYLE

Capitalization	Capitalize Units names such as Department of Ophthalmology; Division of Humanities in Medicine. Use lower cases for disciplines like cardiology or infectious disease. Capitalize shortened references to specific entities: the Center or SUNY Downstate for (SUNY Downstate Medical Center), lower case “c” or “d” when you refer to colleges or department. Capitalize “state” in State of New York or New York State.
Degrees:	No periods, i.e. PhD, EdD
Acronyms:	Write out first usage with acronym in parentheses—Strategic Planning Committee (SPC)
Commas:	Use commas between all elements of a series: faculty, staff, and students
Numbers:	Spell out one to ten, use numbers thereafter. Avoid contractions; Avoid gender-biased usage.