

FROM: (college president)
TO: (An important person)
Subject: ACTION NEEDED: Invitation to serve in a crucial role in the Middle States Re-Accreditation Process



Dear (* NAME *),

Every eight years Queens College undergoes a process of re-accreditation, in which our accrediting body, the Middle States Commission on Higher Education (MSCHE), requests a comprehensive Self-Study Report that addresses the extent to which Queens College is meeting their Standards of Accreditation. Queens College was last accredited in 2017 and the next re-accreditation process has now started in earnest. This work culminates with the peer evaluator team visit in the Spring of 2026.

The Self-Study Report is created through a process led by Working Groups. Working Groups are organized by the seven MSCHE Standards of Accreditation and are each comprised of ten members of the Queens College community. Faculty, staff, students, and other QC stakeholders will all participate in the Self-Study process.

A core component of the Self-Study process is the role of Co-Chairs of the Working Groups. These stewards of the institution coordinate the work of their Working Group, ensure drafts of chapters are submitted on schedule, communicate across the working groups as representatives to the Steering Committee, and represent their Working Group in the campus community.

The Executive Steering Committee has identified you as their preferred choice to serve in this important role as a co-chair for the Working Group that will be addressing Standard (*** Standard Number ***), which is the following.

(Standard *** text here)

The full copy of the Charge to Working Groups is shared below and details the responsibilities of the role of a Working Group co-chair. Please be aware that by accepting the role of a Working Group co-chair, you are committing to participate over the entire two-year period.

Queens College understands that this role requires a time commitment on your part. As the bulk of the work will be completed in the first 3 semesters, you will be offered \$2500 per semester for the first 18 months (Spring 2024, Fall 2024 and Spring 2025). This will be followed by one year of

preparation for the site visit. Compensation of \$2500 will be given for participation in this process during the 2025-2026 academic year. (***) There is the possibility of one 3-credit course release instead of \$5000 in compensation with approval of your department chair. (***)

Commented [NH1]: for faculty only

For more information about the Self-Study Process, please visit the Middle States 2024-2026 webpage at <https://www.qc.cuny.edu/accreditation/middle-states/>. If you have questions about the role of working group co-chair, reach out to one of the three members of the Executive Steering Committee: Patricia Price, Nathalia Holtzman, and Christopher Hanusa.

Please let Provost Price know by Monday, November 27, 2023 whether you will be able to serve in this role. Re-Accreditation is a mission-critical process for Queens College. We thank you for considering taking on this responsibility.

PS. An initial organizational meeting for all Working Group co-chairs will be held on December 11, 2023 from 12:15-1:30pm that we hope you will be able to join. More details will follow upon acceptance.

Charge to All Working Groups

In preparation for reaccreditation, Queens College will produce a comprehensive Self-Study and an Evidence Inventory. This work will unfold over a two-year period, beginning in February of 2024 and culminating with the peer evaluator team visit in the Spring of 2026. By accepting the role of a Working Group member or co-chair, you are committing to participate over the entire two-year period. The MSCHE peer evaluator team will rely on the Self-Study and Evidence Inventory to evaluate how well Queens College meets each Standard of Accreditation.

The Self-Study Report is created through a process organized by Working Groups. Working Groups are organized by the seven MSCHE Standards of Accreditation and are each comprised of ten members of the Queens College community. Faculty, staff, students, and other QC stakeholders will all participate in the Self-Study process. The Working Groups are tasked with identifying and analyzing evidence, drafting a Self-Study Chapter and assembling the Evidence Inventory. Each Working Group will review College documents to determine the ways and extent to which Queens College meets the Standard of Accreditation assigned to it. Working Groups will meet three times per semester and will be responsible for supplying drafts of their Self-Study Chapter to the Steering Committee co-chairs once per semester.

Each working group will have two co-chairs: one faculty member and one staff member. Co-chairs will be responsible for:

1. **Coordinating the work** of their Working Group;
2. **Submitting drafts** of reports on schedule;
3. **Communicating** across the working groups as representatives to the Steering Committee, which will meet three times per semester; and,
4. **Representing** their group to the campus community.

The working group should appoint a member to fulfill each of the following tasks:

1. **Archivist:** organizes and manages the documents and evidence collected by the Working Group to help identify gaps in the Evidence Inventory.
2. **Writer:** gathers Working Group narrative contributions into one cohesive document with an editorial format that is consistent with the provided Style Requirements.
3. **Analyst:** uses the provided *Evidence Expectations by Standard Guidelines* to ensure the work, findings, and recommendations of the Working Group meet the guidelines used by a Middle States peer evaluator.

All other members of the Working Group are expected to actively contribute to the drafting of the Self-Study Chapter.

Each group should document which items they used from the Evidence Inventory as well as any new data elements that they collected in order to address the questions raised. Each report should be analytical and interpretive rather than simply descriptive, and it should result in conclusions that can be reformulated into recommendations that will, if necessary, modify the current goals, plans and practices of Queens College.

List of Standards to add to email:

Standard I: Mission and Goals

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

Standard II: Ethics and Integrity

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

Standard III: Design and Delivery of the Student Learning Experience

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

Standard IV: Support of the Student Experience

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

Standard V: Educational Effectiveness Assessment

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

Standard VI: Planning, Resources, and Institutional Improvement

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

Standard VII: Governance, Leadership, and Administration

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