



THE COOPER UNION
FOR THE ADVANCEMENT
OF SCIENCE AND ART

SELF STUDY DESIGN

FOR THE MIDDLE STATES
COMMISSION ON
HIGHER EDUCATION





HISTORY AND MISSION

The Cooper Union for the Advancement of Science and Art admitted its first students in 1859. It was entirely funded by Peter Cooper, who was an inventor, industrialist, and public benefactor. He called for this endowment to be “forever devoted to the advancement of science and art, in their application to the varied and useful purposes of life,” and to provide an education “as free as air and water.” Peter Cooper’s ideal was to provide working class men and women the opportunity to receive instruction that at the time would have been accessible only to the wealthy, as well as to facilitate the exercise of citizenship by all residents of the city of New York. He designed the Foundation Building to be a civic institution housing a public reading-room and library, a School of Design for Women, a Night School of Science and Art, an employment office for local workers, a patent office, a Museum of Nature and Technology and a roof garden. The Foundation Building also housed the first Museum of Decorative Arts in the United States, the Cooper Hewitt, which is now part of the Smithsonian.

In accordance with his wish to embody the idea of a social and intellectual “Union”, Peter Cooper established his institution above a central gathering place, the Great Hall, where 3,000 people could stand to hear free lectures by speakers whose views were reshaping society. On February 27, 1860, Abraham Lincoln delivered his famous “Right Makes Might” speech here. Frederick Douglass rallied abolitionists here, and it was here that Douglass celebrated Lincoln’s Initial Emancipation Proclamation. The Cooper Union also housed other important social movements of the 19th and 20th centuries. It was headquarters for Susan B. Anthony and Elizabeth Stanton’s suffrage newspaper *The Revolution*.

Housing reform and municipal transit funding were initiated in Great Hall debates. The American Red Cross was born here. In 1909, young shirtwaist workers launched the “uprising of the twenty thousand,” which began the enormous struggle to improve working conditions in the city’s garment industry. In 1910, the National Association for the Advancement for Colored People was organized in the Great Hall, where W. E. B. DuBois challenged the nation to live up to its promise of freedom. The Great Hall has provided a forum for American presidents after Abraham Lincoln from Ulysses S. Grant to Barack Obama.

While The Cooper Union was a transformative New York City icon that helped to accelerate much of the progressive reforms of its day, within its walls, its academic programs also spearheaded the progressive reforms occurring in higher education.

The Cooper Union was among the first private institutions of higher education in the nation to:

- admit students based exclusively on merit
- explicitly prohibit discrimination based on race, gender, religion, ethnicity, or national origin
- provide a free education to every admitted student, before free public education became public policy
- offer a free reading room, the forerunner of the public library, open to all residents of the city.

By 1907, the institution had grown to over two and-a-half thousand students (with 3,000 on the waiting list), taking full daytime and night courses in general science, chemistry, electricity, civil, mechanical, electrical engineering, and art. The evening courses at The Cooper Union—in art and science, history, philosophy, politics, and government—were the prototype for the opportunities offered today in continuing education classes throughout the country. These programs evolved through the twentieth century into three accredited and degree granting professional schools: The School of Art, The Irwin S. Chanin School of Architecture and The Albert Nerken School of Engineering. Each program admitted students based solely on merit and charged no tuition. In the late twentieth century wording on tuition was changed to “full tuition scholarships” in order to take advantage of various tuition grant programs.

A revised mission statement was developed in 2000 and was included in undergraduate course catalogs thereafter. In 2008, it was revised again, and it now reads as follows:

Through outstanding academic programs in architecture, art and engineering, The Cooper Union for the Advancement of Science and Art prepares talented students to make enlightened contributions to society.

The college admits undergraduates solely on merit and awards full-tuition scholarships to all enrolled students. The institution provides close contact with a distinguished, creative faculty and fosters rigorous, humanistic learning that is enhanced by the process of design and augmented by the urban setting.

Founded in 1859 by Peter Cooper, industrialist and philanthropist, The Cooper Union offers public programs for the civic, cultural and practicable enrichment of New York City.



STATE OF THE COOPER UNION

Academics

Today, The Cooper Union offers degrees in Architecture, Art, and Engineering. Each school provides an intensive professional course of study, led by creative and distinguished faculty who are both teachers and practitioners. Whether in the classroom, the studio or the lab, learning is a collaborative process of investigation, innovation, invention, and critique.

The following is a list of the degrees currently offered by the three schools:

- The School of Art
Bachelor of Fine Arts
- The Irwin S. Chanin School of Architecture
Bachelor of Architecture
Master of Architecture II
- The Albert Nerken School of Engineering
Bachelor of Engineering
(in Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)
Bachelor of Science in Engineering
Master of Engineering

Each of the three schools has been successfully re-accredited during the period since the institution's last decennial review, despite the financial challenges that will be discussed later in this report. Furthermore, the academic programs have been successful in delivering high-quality programs, despite the financial challenges. The success of these programs is rooted in the achievements obtained by students, faculty, and alumni.

The Faculty of Humanities and Social Sciences teach students from all three schools, side by side. Small classes are the basis of seminar-style learning, with a focus on critical reading, historical perspective, social analysis and global questions. An emphasis on written work and oral presentations builds skills necessary for all three professional disciplines.

Over the past few years, students have achieved many domestic and international accomplishments. Some of these accomplishments and awards include: Fulbright fellowships, National Science Foundation Graduate Research Fellowships, and Royal Society of Arts-Architecture Design Awards. In recent years, alumni have also received Guggenheim Fellowships, MacArthur Fellowships, and the Pritzker Architecture Prize.

In 2016, The Cooper Union hired seven new full-time tenure-track faculty members across a variety of disciplines, with up to three more faculty members expected to be hired by the end of the academic year. The result of this hiring will be a 20 percent increase in the size of the full-time faculty. These additions restore needed teaching capacity, even in the face of targeted budget cuts to reduce administrative costs.

Furthermore, new academic deans were recently appointed to lead the three schools. Nader Tehrani was named dean of the Irwin S. Chanin School of Architecture in 2015, the same year Professor of Chemical Engineering Richard Stock became acting dean of the Albert Nerken School of Engineering. Associate Professor of Art Mike Essl became acting dean of the School of Art in July 2016.

On September 14, 2016, it was announced that Laura Sparks, executive director of the William Penn Foundation in Philadelphia, was elected to be the next president of The Cooper Union, effective January 4, 2017. At the point, the current acting president, William Mea, will continue his role as Vice President of Finance and Administration.

Finances

While much of The Cooper Union's approaches to academics and public service have been distinctive, its financial model has also been unique. Throughout its history, the institution has relied overwhelmingly on income from assets—primarily New York real estate—to sustain its programs and to maintain its commitment to the founding ideal that education should be “as free as air and water.” This income primarily consists of two forms:

- from ground leases (for example, the land under the Chrysler Building—by far The Cooper Union's largest single asset)
- from tax equivalency payments, which are real estate tax payments that would otherwise be paid to the City of New York.

Over the course of decades, The Cooper Union's costs increased relative to its income from assets, and various financial strategies were employed to fill in operating deficits that began to appear persistently in the late 1960s and early 1970s. The institution sold or recapitalized certain assets, beginning with its Green Camp property and the Cooper Hewitt design collection. After a period of relative fiscal stability in the 1990s, deficits returned and assets of the college were depleted.

In 2001, a master plan was created for fundraising and development of the institution's real estate holdings, which was intended to put the institution onto a stronger financial footing. The plan aimed to raise \$120 million for the construction of a new academic building at 41 Cooper Square, a property leased from the city. The then existing engineering building at 51 Astor Place, a property owned by The Cooper Union, would be demolished and the lot leased to a commercial developer, yielding both lease income and tax equivalency payments.

When, by late 2005, the building fund had generated less than \$40 million in donations, and with the monetization of the 51 Astor Place property thus potentially delayed, the Board of Trustees petitioned the New York State Supreme Court with a sworn *cy pres* petition for the right to obtain a \$175 million loan to be secured by a mortgage on the Chrysler Building property.

As part of their revised financial plan, The Cooper Union would cut expenses by 10 percent and renegotiate the lease on the Chrysler land to provide increased and more predictable income from decade to decade. However, operating expenses were not cut as intended, the institution took on substantial interest payments on the new loan,

and portions of the loan proceeds that had been invested with The Cooper Union's endowment were subsequently lost in the market correction of 2008. The City of New York challenged The Cooper Union's rights to tax equivalency payments for both 26 and 51 Astor Place, resulting in a compromise that cut that particular income stream in half. This confluence of events finally reduced The Cooper Union's liquid net assets to the point at which it would no longer be able to cover its continuing, substantial operating deficits, without significant expense reductions.

Late in 2011, it was announced that a new analysis of The Cooper Union's financial circumstances had revealed that the structural deficit was approximately \$16 million and that the loss of liquid endowment posed a serious threat to the institution's long term sustainability. In 2013, after considerable community discussion and debate, the trustees adopted a plan that would substitute for the full-tuition scholarship a sliding scale based on students' financial need that would yield between half- and full-tuition scholarships. Need-based aid would additionally cover the full cost of tuition and include funds for housing, books and materials, for students with the most demonstrated need.

For many in the community, the imposition of tuition conflicted with The Cooper Union's academic culture, itself a reflection of the institution's merit-only admissions process. It introduced risk regarding The Cooper Union's previously unparalleled admissions and it also clashed with the stated mission.

In May 2014, before the first students admitted under the new policy could be enrolled, a group of faculty and alumni challenged The Cooper Union's new financial model in court, calling it a violation of the institution's charter and of the intentions of the founder. The lawsuit resulted in the notice of the New York State Attorney General's office, brokering a settlement stipulating that The Cooper Union could charge tuition as long as it could demonstrate the need, but that it should work to identify a strategic plan that could return it to the full tuition scholarship model in the foreseeable future while protecting its reputation for academic excellence within its existing fields of study and maintaining historic levels of enrollment. These terms were contained in a Consent Decree stipulated by the parties on September 1, 2015 and approved by the presiding judge on December 16, 2015.

In addition to specifying these terms, the Consent Decree is intended to augment the transparency and accountability of The Cooper Union's Board of Trustees by increasing representation on the part of students and elected alumni, and by including faculty and staff observers at all meetings. The task of identifying possible routes back to the full tuition scholarship model is delegated to a new committee of the board, known as the Free Education Committee (FEC) whose membership includes trustees, faculty, administration, students and alumni. They are directed to make interim recommendations in January 2017 and final recommendations in January 2018, subject to review by a court-mandated external financial monitor, the president of the institution, the board as a whole, and ultimately by the Office of the Attorney General.

The Cooper Union has begun making significant, targeted cuts in its operating budget, particularly reducing administrative expenses, preparatory to the development of a plan that can potentially return it to a full-tuition scholarship model.



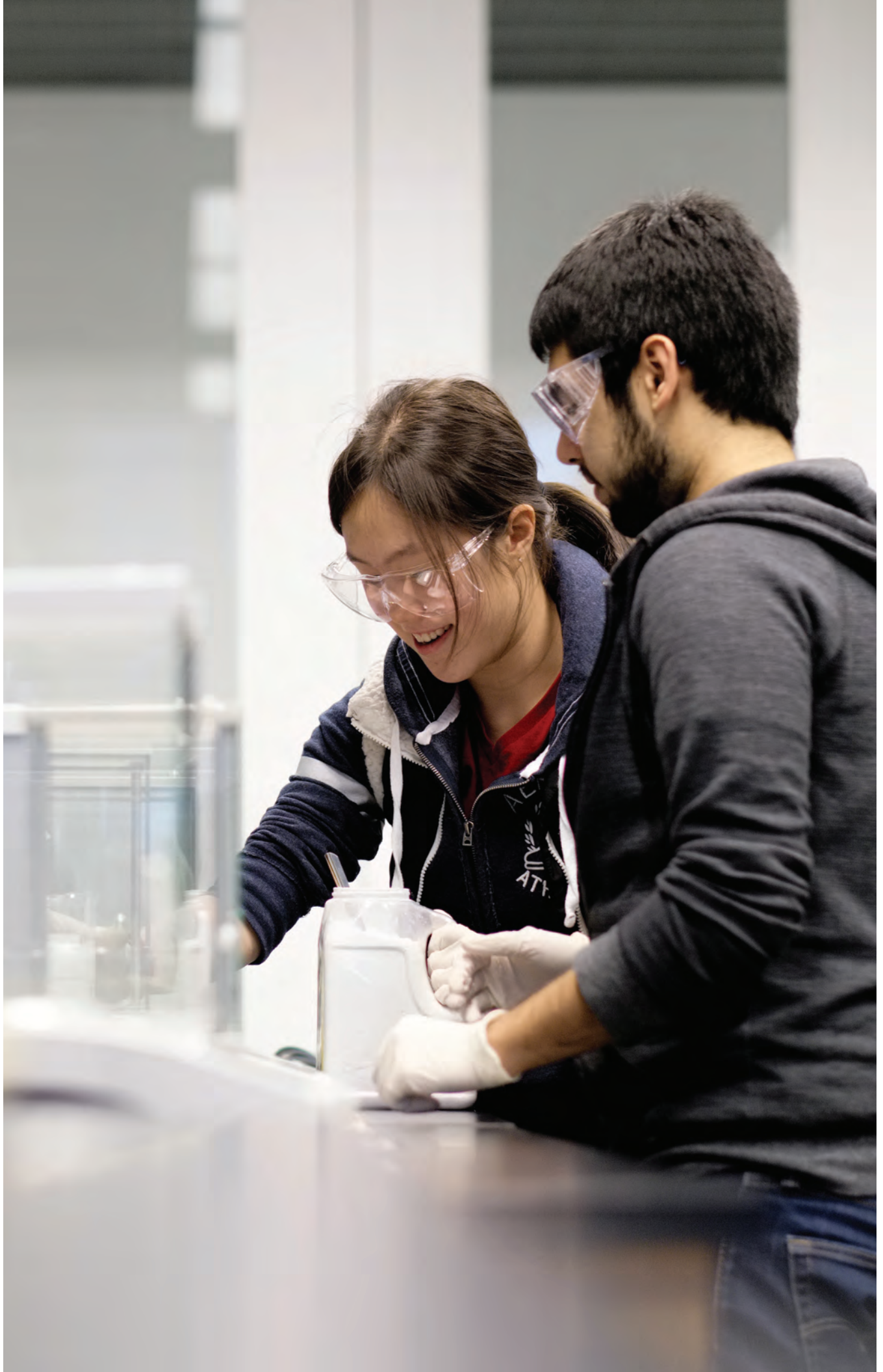
NATURE AND SCOPE OF SELF STUDY

Ultimately, The Cooper Union is in a strong position, and has the unique opportunity, to successfully plan for the future while learning more about its current practices under a critical lens. That is the ultimate goal and scope of this Self-Study design and report.

The Cooper Union is currently in a transitional period in its history. As mentioned in the previous section, the Free Education Committee (FEC) has until 2018 to render a recommendation on how The Cooper Union might return to the full-tuition scholarship model for all enrolled undergraduate students. Since the focus of the FEC is on the restoration of the full-tuition scholarship policy for enrolled undergraduate students, the tuition policy for graduate students is currently not part of its scope.

Once their recommendations are made, the institution may begin implementing their suggestions when it is in a position to properly do so. Until that point, it is necessary for the institution to undertake an evaluation of our mission, institutional goals, and the strategic planning required for The Cooper Union to continue providing high quality educational experiences to all students, regardless of the tuition scholarship policy. An introspective evaluation of current practices and objectives now will better prepare the institution for whatever recommendations the FEC may have.

Currently, while the Self-Study design and report is being studied across the institution, the institution is simultaneously re-establishing its mission, adopting institutional goals appropriate to that mission, and undertaking strategic planning efforts to support the mission. To support this institutional planning trajectory, the current Acting President has formed a Mission/Strategic Plan committee and the Board of Trustees has hired a new President (starting in January 2017) to lead us in these efforts.



SPECIFIC GOALS AND OBJECTIVES

The following are the specific goals and objectives of The Cooper Union's Self-Study:

1. To develop an open, honest, direct and inclusive Self-Study process that includes input from all constituencies across the institution. To provide the charges, evidential questions, resultant information, and documentation necessary, not just for this Middle States accreditation, but also for the improvement of the institution's ongoing effectiveness, particularly with special attention to strategic planning. This will be accomplished by creating positions of leadership and membership within the Steering Committee and Working Groups that reflect The Cooper Union's cultural, educational, and professional diversity. The members of the Steering Committee will be responsible for delegating tasks to individuals with a record of knowledge and accomplishment in the areas being addressed; recognizing the importance of continuity for student participation throughout the Self-Study process to the extent that students selected to serve in the Working Groups will be enrolled at The Cooper Union until Spring 2018.
2. To ensure that the policies, procedures, and practices of The Cooper Union are consistent with the Middle States Commission on Higher Education standards for accreditation and requirements of affiliation. This will be accomplished by having a member of the Steering Committee chair each Working Group that concentrates on the study and assessment of each individual standard for accreditation. The Steering Committee will work directly with the senior administration of The Cooper Union to ensure that the institution meets the requirements of affiliation.
3. To ensure that The Cooper Union has the resources available to support the student learning experience (Standard IV) and continuously improve the operations of the institution (Standard VI). This will be accomplished by forming a Working Group comprised of members from different administrative departments across the institution, as well as students and faculty. This working group will study how the various administrative departments support the academic learning experience. This part of the Self-Study will aid the institution as it concurrently develops a financial and academic strategic plan for the future.
4. To ensure that the policies, procedures, and practices of The Cooper Union are consistent with the overall Mission and institutional goals of the institution, as well as the various mission statements and goals of the individual academic divisions (Standard I). This will be accomplished by forming a Working Group consisting of faculty and students that will study how the mission impacts in the entire institution. The group will also focus on the mechanisms for revising the mission. Furthermore, the Working Group for Standard I will aid in the development of a revised institutional Mission Statement. The Steering Committee will ensure that all Standards for Accreditation are met using the Mission as a guiding principle.

5. To ensure that The Cooper Union operates with the highest standards of ethics and integrity (Standard II) under strong leadership and the guidance of shared governance (Standard VII), and is compliant with the terms stated in the Consent Decree. This will be accomplished by forming two Working Groups: one focused on ethics and integrity, and the other focused on leadership and governance. The working groups will work closely with the community, especially the administration and Board of Trustees, to study these topics, which are of great importance, in light of recent events discussed in the Consent Decree.
6. To ensure that the design and delivery of the student learning experience (Standard III) is “equal to the best” and that the institution uses robust, and meaningful methods of educational assessment (Standard V) for continuous improvement of the program offerings. This will be accomplished by forming two Working Groups: one focused on student learning, and the other focused on educational assessment methods. Both working groups will be comprised of faculty and students. The Standard III Working Group will work closely with the four faculties to study the student learning experience across the institution. The Standard V Working Group will also work with the four faculties and institutional experts on assessment to study how educational assessment is achieved across the institution.



ROLES, STRUCTURE, AND RESPONSIBILITIES

Organizational Structure of the Steering Committee and the Working Groups

Steering Committee co-Chairs: Daniel Lepek, Associate Professor of Chemical Engineering, School of Engineering, and Brian Cusack, Director of Campus Enterprise Systems and Adjunct Professor, School of Engineering. Both of them have the responsibility for overseeing the entire Self-Study process and preparation of the Self-Study Design and final Self-Study Report. They work directly with the members of the Steering Committee to provide leadership and guidance during the Self-Study process.

Steering Committee Members

Daniel Lepek (ChE'04), co-Chair

Associate Professor of Chemical Engineering

Brian Cusack (ME'01/'03), co-Chair

Director of Campus Enterprise Systems

Gerardo del Cerro, Research Professor of Planning and Megaprojects & Senior Executive Director,
Strategic Planning and Innovation

Benjamin Davis, Associate Professor of Chemical Engineering

Cara Di Edwardo (A'85), Printmaking Technician, Adjunct Professor of Art

Day Gleeson, Associate Professor of Art

Claire Gunning, Librarian

Sam Keene, Associate Professor of Electrical Engineering

Mindy Lang (A'82), Creative Director, Office of Communications, Adjunct Professor of Art

Christine Osinski, Professor of Art

Yash Risbud (EE'92/'94), Director, C.V. Starr Research Foundation

Steering Committee Leadership of Working Groups

Seven members of the Steering Committee directly serve as the Chairs of each Working Group associated with the seven Standards for Accreditation, as specified by the Middle States Commission of Higher Education. Dr. del Cerro provides guidance and expertise to the entire Steering Committee in the areas of assessment, accreditation, and strategic planning. Ms. Lang provides guidance with project management and the preparation of all Self-Study documents.

Working Group Chairs

Each member of the Steering Committee that serves as a Chair of a Working Group is responsible for overseeing the development of design questions, leading the actual study, performing an analysis based on the findings, and preparing a draft report to be incorporated into the final Self-Study Report.

Working Group One: Mission and Goals

Sam Keene, chair

Associate Professor of Electrical Engineering

Julie Castelluzzo, Librarian

Toby Cumberbatch, Professor of Electrical Engineering

David Gersten (AR'91), Professor of Architecture (Proportional)

Owen Law, Student, School of Art

Working Group Two: Ethics and Integrity

Claire Gunning, chair

Librarian

Mindy Lang (A'82), Creative Director, Office of Communications

Victoria Heinz (ChE'06), Technician, School of Engineering

Lawrence Mesich, Academic Support Specialist

Working Group Three: Design and Delivery of the Student Learning Experience

Christine Osinski, chair

Professor of Art

Melody Baglione, Chair and Associate Professor of Mechanical Engineering

Daniel Galperin, Student, School of Engineering

Kit Nicholls, Director, The Center for Writing

Elizabeth O'Donnell (AR'83), Associate Dean, School of Architecture

Working Group Four: Support of the Student Learning Experience

Cara Di Edwardo (A'85), chair

Printmaking Technician and Adjunct Professor, School of Art

Adrienne Greth, Associate Director of Admissions

Pranav Joneja, Student, School of Engineering

Brian Murrell, Assistant Registrar

Jolie Woodson, Director of Engineering Career Development and Outreach

Charlie Xu, Director of Financial Aid

Working Group Five: Educational Effectiveness Assessment

Benjamin Davis, chair

Associate Professor of Chemical Engineering

Gerardo del Cerro, Research Professor of Planning and Megaprojects & Senior Executive Director, Strategic Planning and Innovation

Steven Hillyer (AR'90), Director of the Architecture Archive

Alexander Tochilovsky (A'90), Director of the Lubalin Center

Phil Yecko, Associate Professor of Physics

Working Group Six: Planning, Resources, and Institutional Improvement

Yash Risbud (EE'92/'94), chair

C.V. Starr Research Foundation

Robert Hopkins, Chief Technology Officer

Anita Raja, Associate Dean of Research and Graduate Programs, School of Engineering

Carol Salomon, Director, Cooper Union Library

Steve Gleimer, Budget Director

Working Group Seven: Governance, Leadership, and Administration

Day Gleeson, chair

Associate Professor of Art

Atina Grossmann, Professor of History, Faculty of Humanities and Social Sciences

William Mea, Vice President for Finance and Administration

Robert Topper, Professor of Chemistry, School of Engineering



CHARGES TO THE WORKING GROUPS AND ANALYTICAL QUESTIONS

Each Working Group is assigned one of the seven Standards for Accreditation and is tasked with engaging the community in the process of Self-Study as it applies to their specific standard. Their research and data collection is focused through the lens of the institutional mission and goals, and their work should reflect the open and honest responses to the questions that they inquire about.

The findings from this process of community engagement will be summarized by each Working Group's written chapter, which will be included in the overall institutional Self-Study Report. Their contribution is best summarized by the words of "Self-Study: Creating a useful Process and Report" published by the Middle States Commission on Higher Education:

"Within the framework of the Standards for Accreditation and Requirements of Affiliation, each Working Group is also expected to engage in a process of active and open inquiry, to identify institutional strengths and challenges, and to propose possible recommendations for ongoing improvement."

The following is the overall process that will be followed by the Working Groups to complete their charges:

- Develop questions that critically analyze institutional effectiveness in each standard
- Engage the community to gather answers to these questions
- Perform a critical review and analysis using the answers received to these questions
- Produce written chapters to address the institutions strengths, areas of needed improvement, and recommendations for continuous and future improvement.

The reports of the Working Groups will be combined into a comprehensive Self-Study Report, of which the chapters will include:

- Standards for Accreditation and Requirements of Affiliation to be addressed
- Names and titles of members, and the designation of Working Group chair(s)
- Key sources of relevant documentation to be gathered, reviewed, summarized and used to support conclusions of the Self-Study (Document Roadmap)
- Relevant institutional processes and procedures to be reviewed, summarized and used to support conclusions of the Self-Study
- Linkages, where appropriate, between the assigned Standards for Accreditation and Requirements of Affiliation and relevant institutional priorities, as identified in the Overview section of the Design
- Analysis of institutional strengths, challenges and opportunities for improvement (recommendations)

Working Group One | Mission and Goals

MSCHE Standard I Questions

1. What are the processes through which the constituencies of The Cooper Union participate in the development, implementation and revision of the College's mission and goals?

2. The Cooper Union has signed a Consent Decree with the Attorney General of New York State stating the following:

"Respondents agree that, as part of this Consent Decree, Cooper Union shall attempt to develop plans to return Cooper Union to a sustainable, full tuition scholarship model that maintains Cooper Union's strong reputation for academic quality within its Art, Architecture and Engineering programs at their historical levels of enrollment."

What steps towards the restoration of the full-tuition scholarship policy have been taken, are being pursued, and are planned to ensure compliance with the Consent Decree?

3. What processes exist to ensure that all branches of the institution, both administrative and academic, work to support the mission? What procedures are in place to ensure that all major new initiatives are designed to reflect and support the mission? How does the institution measure how effectively organizational structures and operations, planning and resource allocation reflect and support the mission?

Working Group Two | Ethics and Integrity

MSCHE Standard II Questions

1. Describe the policies currently in place regarding academic freedom, freedom of expression, and similar forms of expression, including intellectual property issues. How were these policies developed and is there a mechanism for review and revision? How are these policies publicized?

2. Describe how current institutional policies, governances, contracts, codes of conduct and other similar agreements promote and foster a climate of respect.

3. What are the policies that concern grievance procedures, including definitions, for all constituencies—students, staff, adjuncts, faculty and administration/management? What processes are used by the unions and the administration (human resources, student services) to resolve grievances for faculty, staff, and students? How does the institution assess the effectiveness of these processes? Are the grievance procedures publicized?

4. What are the current institutional policies regarding "conflict of interest" and bias? Do all members of the community receive training or documentation regarding this matter?

5. How does Human Resources ensure that all hiring, promotion, granting of tenure, termination, retirement, and similar employment issues are fair and impartial? What are the current procedures for promotion and tenure for faculty members? What are the current procedures for promotions and review of employment for administrator and non-union staff members? What mechanisms are in place to ensure that all employment-related decisions are handled fairly and equitably?
6. How does the Office of Communications ensure that all internal and external communications are informed, honest and truthful? These communications include announcements, press releases, advertisements, and admissions materials. How does the Office of Communications work with various members of the community to develop these types of materials?
7. Describe the methods by which The Cooper Union complies with federal, state, and Commission reporting requirements. Which parts of the administration are responsible for compliance? How is The Cooper Union adapting to additional reporting requirements?
8. How does The Cooper Union periodically assess ethics and integrity as applicable to policies, practices, and other issues across the institution? Are these practices linked to other accreditation agencies? Through what mechanisms and how effectively does the institution assess its adherence to its own ethical standards and stated policies? How will the arrival of the Title IX Coordinator effect these processes?

Working Group Three | Design and Delivery of the Student Learning Experience

MSCHE Standard III Questions

1. What steps have been taken to ensure and assess that the student learning experience remains effective (of high quality) and rigorous while experiencing changes to the current mission? How are standards being maintained?
2. What is the process for the review and revision of the curriculum in the three schools and in the faculty of HSS? How do the schools and the faculty of HSS assess the relevance of the curriculum in light of emergent and urgent questions facing society? How do the schools assess the relevance and educational impact of the curriculum?
3. What professional development opportunities exist for faculty, student, and staff members?
4. How do the academic programs foster communication, technological and intellectual skills specific to the individual disciplines to enable graduates to engage broad constituencies?
5. In what ways does The Cooper Union's curriculum require students to develop a broad intellectual curiosity across diverse cultures?

6. Describe the unique ways in which The Cooper Union's history and presence in NYC impact the curriculum and affect the student learning experience.
7. How does the relatively small size of the institution affect the student learning experience? How are the art, architecture, and engineering programs leveraged to provide interdisciplinary student learning experiences and opportunities?
8. What opportunities exist for students to pursue individually-driven learning experiences outside their declared formal curriculum?
9. How do the faculties ensure that the student learning experiences maintain breadth and depth in their individual curricula? How do the faculties incorporate innovation and other contemporary practices into the curriculum?
10. Do the publications of the institution adequately represent the educational programs in clear and easy ways for students to understand?
11. What opportunities does The Cooper Union offer its graduate students in Engineering and Architecture to conduct research and scholarship to advance their areas of interest? Who oversees this work?
12. Does The Cooper Union maintain an adequate number of faculty with the appropriate credentials (as relevant) as scholars, practitioners, and teachers for its academic programs?

Working Group Four | Support of the Student Learning Experience

MSCHE Standard IV Questions

1. What are the admissions policies of each of the three schools? How are these policies determined? How often are they revised and by whom? Describe the methods by which the Office of Admissions and the admissions committee of each school use to interact externally with prospective students.
2. How effectively, and in what nature, do faculty and administration participate in the admissions process in each of the three schools? Describe the methods by which the admissions committees of each school work internally with the Office of Admissions with regards to admissions policies and guidelines. How does the Office of Admissions collaborate with other offices and constituents across the institution in regards to recruiting and enrolling students?
3. What measures are in place to determine, maintain, and increase application quality? How are these measures assessed and used to improve the admissions process?
4. How has charging tuition impacted the quality of The Cooper Union's applicant pool?

5. Describe the current financial aid options available to students. How has these options changed in the past few years due to the change in the tuition policy? How have we managed to still promote affordability and accessibility while changing the tuition policy? How does the Office of Financial Aid interface with the students?
6. How does the Office of Admissions ensure that prospective, admitted and enrolled students receive important and relevant information throughout the admissions cycle? How often are admissions materials (publications, web pages, etc) revised and updated?
7. How and when are transfer credit policies for each school decided and communicated to prospective and enrolling students? Describe the transfer credit policies and procedures in all schools including the timeframes around which acceptance, exams, and results may take place.
8. Do admissions policies effectively address diversity and promote access to a wide variety of prospective students?
9. Describe the methods the four faculties utilize to advise students academically and how these methods are communicated. Are these methods meeting the needs of the students and advisors? What methods exist for fielding student concerns regarding academic matters such as registration, advisement, and academic progress? Are clear instructions provided so that a student knows to whom a given concern should be addressed?
10. Describe the policies and procedures of the Academic Standards committees. Are the results of each meeting clear, such that the student has a precise understanding of what they must do to improve?
11. In what ways do each of the three schools track and communicate with students placed on probation?
12. What services does The Cooper Union provide to attend to the student body's mental and social well-being? What type of extra-curricular events are available, and how well are they attended? How are students encouraged to participate in extra and/or co-curricular programs?
13. What are the key areas of administrative reorganization that occurred since the last Self-Study; what were the reasons, and what were the expected benefits? How do the changes allow us to be more efficient and effective in meeting the needs of the institution and how is the effectiveness of these decisions being assessed?
14. To what extent are The Cooper Union's academic support services available and sufficient for students? How is information about these services communicated to the Cooper community? In particular, how are students referred to/informed of academic support services? How are these services reviewed and updated?
15. What orientation programs exist and how are those programs and their goals determined? To what extent are discussions and plans regarding orientation collaborative among faculty, staff, and students? What are the existing goals of orientation? How is the effectiveness of orientation measured?

16. To what extent is career counseling accessible to students, and how are the aims of career counseling communicated to students? What types of careers seminars or professional development programs exist for students? How regularly are these programs evaluated, and what else can be done to prepare students for a successful career in their respective field?
17. What is the process for gathering, analyzing, and disseminating post-graduation outcomes (job placement, graduate school acceptances)?
18. How is the overall student experience evaluated? How are the results of evaluations utilized to improve and/or alter student support programs and resources?
19. What programs, services, and resources exist to build awareness of mental health issues among students, as well as faculty and staff? How are third-party counseling services evaluated by The Cooper Union?
20. How are the goals of student affairs (career development, residential education, mental health counseling, diversity (race, ethnicity, gender, sexual orientation, religious affiliation) education) developed and communicated to the Cooper community, and in particular, students?
21. To what extent are students invited and/or encouraged to offer feedback about programs and resources aimed to support their overall student experience, both inside and outside the classroom? How is that feedback used in analyzing and altering programs and resources?
22. How, and by using what measures, is a prospective student's experience with the Cooper community assessed throughout the enrollment process? How is this information used once collected?

Working Group Five | Educational Effectiveness Assessment

MSCHE Standard V Questions

1. What specific roles do Faculty, Academic and Administrative Unit Heads, and Senior Leadership currently play or should play to ensure that both Educational Effectiveness Assessment and Administrative Assessment become part of The Cooper Union culture? What practices are employed by faculty, academic and administrative unit heads, and senior leadership to maintain this culture of assessment? How does this culture impact the educational delivery of the academic programs?
2. What assessment processes are in place to evaluate the effectiveness and impact of Cooper Union's academic experiences? Do these processes include Math, Chemistry, Physics, HSS, our student research programs, and other functions of the institution not typically covered by ABET/NASAD/NAAB accreditation? What assessment procedures and documentation are used in Math, Chemistry, Physics, HSS, our student research programs, and other functions of the institution?

3. What mechanisms are currently in place at The Cooper Union to make sure that loop-closing takes place throughout the institution and is periodically and adequately documented? How are assessment results used to inform program changes, which potentially improve educational effectiveness?
4. How often and how does the institution communicate the results of student achievement to our constituencies and the public? How does it communicate its educational goals?

Working Group Six | Planning, Resources, and Institutional Improvement

MSCHE Standard VI Questions

1. What is the current strategic plan? What is the process by which a strategic plan is developed? What members of the community are involved with its development? How does the Strategic Plan drive institutional decisions?
2. To what extent does budget and resource allocation reflect the goals and objectives of the strategic plan?
3. How does the Strategic Plan influence The Cooper Union's advancement and external fundraising activities?
4. What are the current procedures for determining the necessary number of staff, faculty, and administrative positions? How effective have they proven out?
5. How does The Cooper Union evaluate employee satisfaction and how are the evolving needs of the workplace assessed?
6. Describe the process by which all budgets are developed and who is involved in their development?
7. What mechanisms are in place to measure fiscal accountability?
8. How is the endowment managed and its performance evaluated? How does The Cooper Union's endowment performance compare to appropriate benchmarked institutions?
9. What contingency plans and resources exist to address emergencies or gross market fluctuations without adversely impacting academic quality?
10. Are resources adequate to support the academic and research programs and libraries, in order to accomplish the institution's objectives for student learning?
11. What is the institution's technology plan, and when was it last updated? How are the technologic needs of the institution evaluated and how are technological resources budgeted? How are the faculty and staff given the opportunity to acquire up-to-date skills in technology?
12. What strategies does The Cooper Union employ to measure and assess its utilization of institutional resources in support of the institution's stated missions and goals? If benchmarks are used, how are they selected and evaluated?

13. How does the institution respond to any concerns cited in the annual independent audit's accompanying management letter?
14. How does the current physical space meet the requirements of the current and future planned academic programs? What criteria are used to determine resource allocation for facilities and maintenance support?
15. What are the priorities for physical plant maintenance, rehabilitation, and major facilities upgrades? How were they established? How are they continually assessed?
16. What are the procedures involving all affected constituencies for determining rules for access to the academic buildings and facilities, including after-hours access, and associated safety protocols?

Working Group Seven | Governance, Leadership, and Administration
MSCHE Standard VII Questions

1. Describe the decision making process of the Board of Trustees and how it seeks input from the administration and other constituencies of the institution.
2. How do the committees of the Board of Trustees work to understand and support the educational mission of the schools?
3. How do the governances of the various constituencies work to promote transparency and understanding within the institution? What are the criteria, and how are they determined, for the approval of governances?
4. Describe the process by which shared governance is achieved across the institution.
5. What is the chain of accountability and responsibility within the Board of Trustees and the administration? How has the Consent Decree affected this structure in its accountability, particularly to the educational mission of the schools?
6. Is there a clear administrative organizational chart for the institution that includes all administrative positions, their responsibilities, and the processes in place to assess their effectiveness in promoting the educational mission of the institution? How is it updated and communicated across the institution?
7. How are the job descriptions for administrative employees communicated across the institution?



DOCUMENTS

Selected Middle States Documents

- Handbook for Periodic Review Reports
- Self-Study: Creating a Useful Process & Report, 2016
- Principles of Good Practice for an External Quality Assurance Agency, 2003
- Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations, 2005
- Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum 2003.
- Regional Accreditation and Student Learning
- Student Learning Assessment, 2003

Selected NASAD Documents

Selected NAAB Documents

- 2015 NAAB Procedures for Accreditation
- 2014 NAAB Conditions for Accreditation
- 2015 APR (Architecture Program Report)
- 2016 VTR (Visiting Team Report)
- NAAB Statistical Reports (starting in 2007-2008 through 2014-2015)

Selected ABET Documents

Accreditation and Planning Documents

- 2007-12 Strategic Plan Narrative, 2007
- Institutional Assessment Plan for the 2007-12 Strategic Plan, 2007
- Evaluation by the Planning and Assessment Council of the 2007-12 Strategic Plan, 2013
- Self-Study Periodic Review Report (PRR) to MSCHE, 2013
- Documentation Appendix to the 2013 PRR
- Unit Assessment Reports, 2011-13

Outcomes Assessment Documents

- SES Longitudinal (Senior Exit Surveys Reports, 2008-2017)
- HSSCES (Humanities and Social Sciences Core Exit survey) Longitudinal Reports (2007-2017)
- Admitted Students Survey, 2015-17
- NCEES Longitudinal Reports, 2005-17
- AITU Surveys, 2007-17
- EPAS, Engineering Program Alumni Surveys, 2011, 2014, 2017
- GENEDR, General Education Report
- MPCS, Math, Physics, Chemistry Survey Reports
- NSSE, National Survey of Student Engagement Summary Report, several years
- HEDS-ASR (Higher Education Data Sharing) Alumni Survey Report
- ILGR, Institutional Learning Goals Report
- UARs: UNIT ASSESSMENT REPORTS, 2011-13
- UARs: UNIT ASSESSMENT REPORTS, 2013-15

Institutional Research

- IPEDS Benchmarking Quantitative & Qualitative Report
- IPEDS Data Feedback Reports, Longitudinal & Comparative
- NYSED/HEDS—New York State Education Department/Higher Education Data System
- Student Financial Aid
- Admissions and Academic Preparation for First-time Freshmen
- Enrollment
- Institutional Activity
- IPEDS—Integrated Post Secondary Education Data System
- CUPA-HR—College and University Professional Association for Human Resources
- The Administrative Compensation Survey
- The Mid-Level Administrative Survey
- The National Faculty Salary Survey

Student Services

- New York State Department of Health Post Secondary Immunization Survey
- NYSED Enrollment of College Students with Disabilities
- Campus Safety and Security Report
- US Dept. of Ed. Fiscal Operations and App to Participate
- New York State Education Department 4.1 Report
- Internal Reports—Drug Free Schools Act Report, Engineering Career Statistics

Office of Admissions

- Admissions Summary
- Enrollment Summary
- College Board Annual Survey
- IPEDS Enrollment by Race/Ethnicity & Gender
- IPEDS Institutional Characteristics
- NYSED 2A Estimate of Degrees to be conferred
- NYSED 2H Enrollment of College Students with Disabilities
- NYSED 2.2 Full Time Transfer Enrollment
- NYSED 2.9 Graduation Report for Full Time Undergraduate Students

Library

- Cooper Union Library Annual Statistical Report for the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS)
- Cooper Union Library Assessment Program (2015)
- Cooper Union Library Collection Development Policy
- Annual Statistics of Holdings in the Cooper Union Library Printed Material Collections
- Annual Statistics on Usage of Database Subscriptions, E-Book Collections, and E-Journals
- Annual Statistics of Holdings, Circulation, and Reference Services in the Cooper Union Library Visual Resources Collection
- Annual Statistics of Reference Inquiries, Research Visits, and Holdings of the Cooper Archives collection
- Annual Detailed Statistics of Cooper Library Local Circulation InterAgency Report: Annual Statistical Report of Circulation among the libraries of the Research Library Association of South Manhattan, prepared by New York University

- Printed copies of Cooper Library e-Newsletters
- Comprehensive Library reports included in the self-studies submitted to the respective accrediting agencies for each of the academic programs:
 - School of Engineering, Library portion of report to Accreditation Board for Engineering and Technology (ABET), 2017
- School of Architecture, Library portion of report to National Architectural Accrediting Board, 2015
- School of Art, Library portion of report to National Association of Schools of Art and Design (NASAD), 2010 (possibly 2018, to be prepared for 2019 NASAD visit).

Office of the President

- Unit Annual Reports
- Budget Narratives
- President's Report to the Board
- New Academic Building Monthly Report
- President's Biannual Report
- State of The Cooper Union Address
- Triangle Report (update to CU Community on NAB)

Business Office

- Audited Financial Statements for The Cooper Union for the Advancement of Science & Art
- Form 990—Tax Return for The Cooper Union for the Advancement of Science & Art
- Adopted Budget for The Cooper Union
- Faculty Union Contract
- Staff Union Contract
- Health Plan
- Employee Booklet
- Governances
- Staff Handbook
- Personnel files
- Minutes—Board of Trustees
- New Academic Building Plan Documents

Development Office

- Alumni Participation Rates—Active alumni evaluated by class year and status.
Includes counts, totals, amounts and percentages.
- Alumni Total Giving by School—Alumni Giving Statistics for Most Recently Closed Fiscal Year by School
Includes counts, totals, amounts and percentages.
- Annual Fund Appeals Comparison Report—Year to date report profiles the current fiscal year;
End of year report profiles the last completed fiscal year
- Annual Fund Monthly Summary—Multi year comparison of gifts by month, and number of gifts by month,
includes graph
- Daily Gift Report—Review of recent receipts
- Development Committee Report—Overall performance analysis report—Budgeted FY Goal vs. Current Projected
& Current FY YTD vs Previous FY YTD
- Outstanding Pledge Report—List of outstanding Annual Fund or Restricted pledges
- Pyramid Report—5 year comparison of Annual Fund giving; restricted giving or unrestricted giving



TIMELINE

Year	Month		Major Gateways
2016	Jan		
	Feb		Pick Model/Chairs
	Mar		Appoint Steering Committee
	Apr		
	May		Appoint Working Group members/draft questions
	Jun		
	Jul		
	Aug		
	Sep		Draft of Self-Study Design to MS
	Oct	10/14 10/19	Draft Self-Study Design submitted to MSCHE Conference call with liaison Dr. Tito Guerrero
	Nov	11/21	Final Self-Study Design submitted to MSCHE
	Dec		
2017	Jan		Selection of Self-Study Evaluation Team Chair
	Feb		
	Mar		
	Apr		
	May		
	Jun		
	Jul	7/1	Draft Self-Study from Working Groups
	Aug		Formation of Self-Study Evaluation Team
	Sep	9/1	Draft of Self-Study to the community
	Oct	TBA	Evaluation Chair reviews draft
	Nov	TBA	Visitation of Evaluation Chair
	Dec		
2018	Jan	TBA	Final Self-Study Report submission
	Feb	TBA	Coordination of visitation
	Mar	TBA	Evaluation Team visitation
	Apr		

	Forming groups/meeting	
	Coordinate and collate draft work ↓	Forming groups/meeting Forming Self-Study Questions/Drafting Design ↓
	Oversee Working Groups ↓	Working Groups involve community and perform Self-Study ↓
	Coordinate and collate final reports/ community involvement review	

FORMAT

Editorial Style and Format of the Working Groups

The final Self-Study Report will be produced based on the final drafts of the reports generated by the seven Working Groups. The co-chairs will develop a plan to ensure that all draft reports adhere to the same formatting guidelines and timeline for completion. The co-chairs will also review the final draft to ensure that there is a consistent voice throughout the Self-Study Report but that it accurately reflects the work of the Steering Committee and the Working Groups.

All members of the Cooper Union community will have the opportunity to review the Self-Study report through the development of an accompanying Middle States website. In addition, a forum will be held so that all members of the community will have the chance to discuss the document with the Steering Committee.

The primary audience for the Self-Study Report is the entire Cooper Union community, which includes faculty, staff, students, administrators, trustees, and alumni. The evaluators from the Middle States Commission on Higher Education will have access to the Self-Study Report, accompanying documents, and the associated Middle States website.

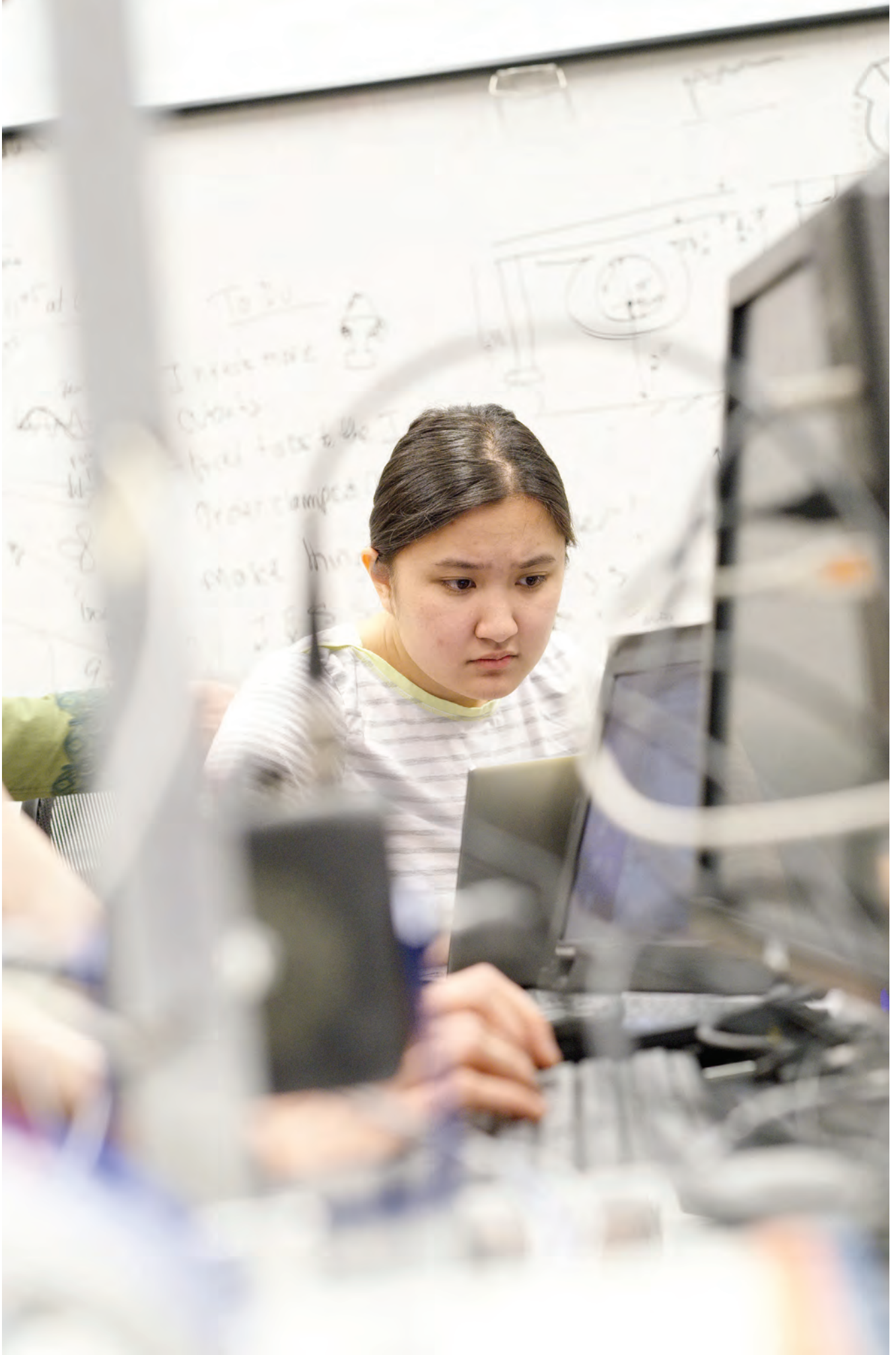
Recommended Outline for the Working Groups

The Steering Committee will work together to ensure that all reports from the Working Groups are consistent in form and tone. Each Working Group report, which will form a chapter in the final Self-Study report, will include the following subsections:

- A narrative of the state of the Standard of Accreditation and progress made since the last Middle States re-accreditation visit
- A description of the strengths and areas for improvement associated with each Standard of Accreditation to ensure compliance
- A list of recommendations for strengthening and/or actions for improvement to ensure continued compliance, if necessary.

Mode of Writing

The Working Groups will present their findings, conclusions, and recommendations in a balanced and objective manner. Although it will be necessary to describe the current state of each Standard of Accreditation, the analysis of the Self-Study will be stressed. The final Self-Study Report will be objective and factual, with all findings clearly supported by presented evidence.



SUGGESTED PROFILE OF THE EVALUATION TEAM

The Steering Committee suggests that the majority of the evaluation team consists of members with substantial experience in accreditation, especially the team chair. Members of the evaluation team should have experience in higher education associated with professional disciplines, though they need not be the same as those offered by The Cooper Union. Some suggestions for the evaluation team include members that are familiar with:

- Institutions in urban settings
- Institutions with large (or generous) scholarship policies
- Institutions with a similar student size as The Cooper Union (~ 1000 students)
- Institutions with a limited number of degree programs
- Institutions that are predominantly undergraduate
- Institutions with a predominantly unionized faculty and staff

Peer and aspirational institutions with a similar degree of specialization and size include: Cranbrook Academy of Art, Curtis Institute of Music, Harvey Mudd College, Olin College of Engineering, and Rose-Hulman Institute of Technology. Other similar institutions from the Middle States region include: Bard College, Bryn Mawr College, Bucknell University, Cornell University, Haverford College, and Swarthmore College.

Institutions whose representatives might present a conflict of interest include: Dartmouth College, Harvard College, Rhode Island School of Design, Syracuse University, Tufts University, and Vassar College.

The Steering Committee further suggests that the team include members with experience in the following areas:

- Academic Leadership (perhaps with knowledge of governance and governing boards)
- Finance (perhaps with experience with scholarships and endowments)
- Faculty (perhaps with knowledge of faculty unions)
- Student Admissions (perhaps with knowledge of highly-selective schools)
- Student Learning Assessment (perhaps with knowledge of institution-wide assessment practices relating to studio environments and project-based learning)





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