

---

# INSTITUTIONAL SELF-STUDY

Middle States Accreditation

December 2025



## TABLE OF CONTENTS

<b>List of Tables and Figures .....</b>	<b>iii</b>
<b>Introduction .....</b>	<b>1</b>
Steering Committee .....	2
<b>Executive Summary.....</b>	<b>3</b>
<b>Chapter 1: Standard I: Mission &amp; Goals .....</b>	<b>5</b>
Statement of Compliance.....	5
Evidence of Compliance .....	5
Summary Determination .....	9
Evidence Inventory .....	11
<b>Chapter 2: Standard II: Ethics &amp; Integrity .....</b>	<b>12</b>
Statement of Compliance.....	12
Evidence of Compliance .....	12
Summary Determination .....	14
Evidence Inventory .....	16
<b>Chapter 3: Standard III: Design and Delivery of the Student Learning Experience.....</b>	<b>18</b>
Statement of Compliance.....	18
Evidence of Compliance .....	18
Summary Determination .....	28
Evidence Inventory .....	30
<b>Chapter 4: Standard IV: Support of the Student Experience .....</b>	<b>33</b>
Statement of Compliance.....	33
Evidence of Compliance .....	33
Summary Determination .....	39
Evidence Inventory .....	41
<b>Chapter 5: Standard V: Educational Effectiveness Assessment .....</b>	<b>43</b>
Statement of Compliance.....	43
Evidence of Compliance .....	43
Summary Determination .....	48
Evidence Inventory .....	50
<b>Chapter 6: Standard VI: Planning, Resources, and Institutional Improvement.....</b>	<b>52</b>
Statement of Compliance .....	52
Evidence of Compliance .....	52
Summary Determination .....	64
Evidence Inventory .....	66
<b>Chapter 7: Standard VII: Governance, Leadership, and Administration .....</b>	<b>68</b>
Statement of Compliance.....	68
Evidence of Compliance .....	68
Summary Determination .....	72
Evidence Inventory .....	74

---

## LIST OF TABLES AND FIGURES

### Chapter 1

Table 1.1	Strategic Plan Comparison
-----------	---------------------------

### Chapter 3

Table 3.1	Academic Year 2025-26 Summary Data on Enrollment and Curriculum Offerings
Table 3.2	Chatham University Externally Accredited Programs
Table 3.3	Percentage of Faculty with Terminal Degrees
Figure 3.1	Program Health Data for BA Psychology Major Fall 2017-Fall 2024
Figure 3.1	Program Health Data for BA Psychology Major Fall 2017-Fall 2024 (continued)
Table 3.4	Example of Interactive Dashboard using Power BI
Table 3.5	Internal Analysis Using Interactive Dashboard Data
Table 3.6	Library Collections as of 2023-2024
Figure 3.2	Student Satisfaction Survey – Library Results, Undergraduate Students
Figure 3.3	Student Satisfaction Survey – Library Results, Graduate Students
Table 3.7	General Education Requirements

### Chapter 5

Table 5.1	Program Health File Example
Figure 5.1	Continuous Assessment Cycle

### Chapter 6

Figure 6.1	Revenue Distribution FY25
Figure 6.2	Expense Allocation FY25
Table 6.1	Physical Footprint

---

## INTRODUCTION

Chatham University, founded in 1869, is a doctoral-granting institution offering coeducational undergraduate and professional graduate programs delivered on-campus and online. Throughout its history, the University has adapted its academic programs, organizational structures, and operating model in response to changing educational, economic, and societal conditions while maintaining a clear commitment to its mission and core values.

Over the past decade, Chatham has operated within an increasingly challenging higher education environment. Regional demographic decline, heightened competition, rising costs, debt pressures, and the long-term effects of the COVID-19 pandemic placed sustained pressure on graduate enrollment and finances. These conditions required the University to move beyond incremental adjustments and undertake deliberate corrective actions to stabilize operations, realign resources, and strengthen institutional systems.

This self-study reflects that period of institutional reassessment and response. Rather than capturing a phase of expansion, the 2025 accreditation cycle documents a period of change and renewal. The University made difficult decisions to address structural imbalances, improve financial governance, and prioritize academic and student-support functions most central to its mission.

Chatham's mission—to prepare students to lead lives of purpose, meaning, and fulfilling work through a combination of liberal arts learning, professional preparation, and close engagement with faculty and staff—has remained a consistent guide. Core values of sustainability; women's leadership and gender equity; community engagement; and diversity and inclusion continued to inform institutional priorities, even during financial constraint.

At the same time, the University invested in foundational systems and processes to support long-term effectiveness. These efforts include modernization of financial and student information systems, expanded use of data analytics for planning and assessment, consolidation of student support services, and more disciplined academic program review and resource allocation.

With leadership stabilization now in place and the next five-year cycle of the comprehensive strategic planning process scheduled to begin in 2026, this self-study serves as a bridge between recent stabilization efforts and the University's next planning cycle. Chatham approached the Middle States self-study as both a demonstration of compliance and an opportunity for candid institutional reflection. The chapters that follow document that analysis and evidence the University's capacity for continuous improvement.

---

## Steering Committee

### Co-Chairs

- Matthew Redinger, *Provost and Vice President for Academic Affairs*
- Melissa Bell, *Professor and Social Work Program Director*
- Bill Campbell, *Vice President of Operations and Communications*

### Working Group 1

#### Standard I. Mission and Goals

#### Standard II. Ethics and Integrity

##### Co-chairs

- Jeff Bukowski, *Associate Dean and Director of Academic Success*
- Sal Bondoc, *Dean of the College of Health Sciences (left Chatham Nov. 2025)*
- Kyra Tucker, *Chair and Associate Professor of Interior Architecture*

##### Members

- Natty Burfield, *Assistant Dean of Residence Life and Student Conduct*
- Patricia Golla, *Director of Graduate Admissions and Recruitment (left Chatham July 2025)*
- James Louks, *Associate Professor of Visual Arts*
- Miron Avidon, *Assistant Professor of Business and Sustainability*
- Tina Russell-Brown, *Assistant Professor of Counseling Psychology*
- Edward White, *Manager of Print, Mail, and Retail Services*
- Jennifer Potter, *Trustee*

### Working Group 2

#### Standard III. Design and Delivery of the Student Learning Experience

#### Standard V. Educational Effectiveness Assessment

##### Co-chairs

- Joe MacNeil, *Dean of the College of Arts & Sciences*
- Dana Mastroianni, *Manager of the Library and Public Services*
- Melissa Bednarek, *Interim Dean of the College of Health Sciences (as of July 2025) and Program Director and Associate Professor of Physical Therapy*

##### Members

- Brian Dwyer, *Director of Undergraduate Admissions and Recruitment*
- Christie Lewis, *Assistant Professor of Education*
- Erica Maloney, *Assistant Professor of Social Work*
- Lauren Panton, *Senior Director of Enterprise Applications*
- Carrie Pierson, *Director of Undergraduate Academic Advising*
- Julie Slade, *Associate Professor of Nursing*
- Joanne Laipson, *Trustee*

### Working Group 3

#### Standard IV. Support of the Student Experience

##### Co-Chairs

- Chris Purcell, *Vice President of Student Affairs and Dean of Students*
- Amy Becher, *Vice President of Enrollment Management (left Chatham Oct. 2025)*
- Jason Edsall, *Chair of Health & Human Performance and Associate Professor and Program Director of Athletic Training and Exercise Science*

##### Members

- Lauren Bates, *Assistant Professor of Psychology*
- Sally Frey, *Associate Professor of Food Studies*
- Cindy Kerr, *Director of Academic and Accessibility Resources*
- Karin Chipman, *Director of Global Engagement*
- Craig Olear, *Director of Support Services and AV Technology*
- Danielle Pais, *Assistant Athletic Director*
- Carla Castagnero, *Trustee (left Chatham Nov. 2025)*

### Working Group 4

#### Standard VI. Planning, Resources, & Institutional Improvement

##### Co-Chairs

- Giovanni Garofalo, *Executive Director of Institutional Research and Effectiveness*
- Len Cullo, *Chief Financial and Administrative Officer*
- Debbie DeLong, *Dean of the School of Business & Enterprise*

##### Members

- Lindsay Barkschat, *Director of Business and Administrative Applications*
- Simone Bell, *Assistant Dean for Student Success and Engagement*
- Chris Koch, *Director of Sponsored Research and Strategic Partnerships*
- Ashley Singh, *Assistant Professor of Nursing*
- Mike Kukawa, *Senior Director of Facilities Services*
- Snehal Desai, *Trustee*

### Working Group 5

#### Standard VII. Governance, Leadership & Administration

##### Co-chairs

- Leonard Trevino, *Vice President of Intercollegiate Athletics and Recreation*
- Carrie Helms, *Chair of Humanities & Education and Associate Professor of English*
- Kate Wenger, *Head of Library Access Services*

##### Members

- Deana Acheson, *Assistant Professor of Interior Architecture*
- Kate Labriola-Gorentz, *Director of Alumni Engagement*
- Tara Stamper, *Assistant Professor of Nursing*
- Jennie Sweet-Cushman, *Associate Professor of Political Science and University Committee Representative*
- Sandra Rader, *Trustee*



# EXECUTIVE SUMMARY

## Overview

This Executive Summary synthesizes the findings of Chatham University's 2025 Middle States Self-Study. The review was conducted during a period of undergraduate enrollment growth coupled with graduate program enrollment decline, leading to financial challenges followed by financial constraint and organizational change. In response, the University undertook corrective actions to stabilize operations, strengthen planning and governance, and reaffirm mission-driven priorities. The self-study demonstrates compliance with Middle States standards and shows evidence of institutional capacity for self-assessment and improvement.

## Standard I: Mission and Goals

Chatham University's mission and core values remain clearly articulated and central to institutional decision-making. As documented in Chapter 1, the mission guided academic planning, student support initiatives, and resource allocation, particularly during periods requiring difficult fiscal and organizational choices.

Recent actions demonstrate that the mission functions as an operational framework rather than an aspirational statement. Even during budget reductions and restructuring, the University preserved mission-critical programs and centers advancing sustainability and women's leadership. With leadership stabilization in place and a new comprehensive strategic planning process forthcoming, the University is positioned to reassess and reaffirm its mission considering evolving conditions.

## Standard II: Ethics and Integrity

Chatham University demonstrates compliance with Standard II through established policies, transparent practices, and adherence to ethical and legal standards. As outlined in Chapter 2, the institution maintains clear policies governing academic freedom, grievance procedures, nondiscrimination, conflict of interest, and consumer transparency.

Improvements to financial systems and policy review processes strengthened institutional integrity, accountability, and internal controls. Ongoing review and revision of policies reflect the University's recognition that ethics and integrity require continuous attention.

## Standard III: Design and Delivery of the Student Learning Experience

Chapter 3 demonstrates that Chatham provides a coherent, mission-aligned student learning experience across undergraduate and graduate programs. Academic offerings are supported by qualified faculty, appropriate learning resources, and externally accredited programs where applicable.

The university strengthened academic oversight through program health indicators, systematic program review, and institution-wide dashboards that monitor enrollment trends, student outcomes, and curricular demand. Despite fiscal constraints, Chatham maintained academic quality and accreditation compliance.

## Standard IV: Support of the Student Experience

As documented in Chapter 4, Chatham redesigned student support structures to improve coordination and effectiveness. The consolidation of advising, accessibility services, career development, and global engagement into a unified Academic Success Center reflects a strategic approach to student success.

Support initiatives are increasingly data-informed, using early-alert systems and targeted interventions to address retention and persistence. The University continues to assess these services and refine them as student needs evolve.

## Standard V: Educational Effectiveness Assessment

Chatham University maintains an institution-wide commitment to educational effectiveness assessment, as outlined in Chapter 5. Assessment practices are embedded across academic and administrative units and increasingly linked to planning, budgeting, and program review.

Standardized assessment cycles and centralized reporting tools strengthened the University's ability to evaluate learning outcomes and institutional effectiveness. Evidence demonstrates progress toward a culture of continuous improvement.

## **Standard VI: Planning, Resources, and Institutional Improvement**

Chapter 6 provides the most comprehensive institutional analysis in this self-study. Chatham faced structural financial challenges driven by graduate enrollment pressures, rising costs, internal control weaknesses, and external market conditions. In response, the University implemented corrective actions focused on expense reduction, organizational restructuring, and strengthened financial governance.

Actions included broad budget reductions, administrative realignment, prioritization of core academic functions, and increased discipline in facilities and capital planning. Investments in enterprise systems and institutional research enhanced long-term planning and fiscal oversight. The self-study demonstrates that Chatham understands its financial model and has taken responsibility for addressing structural imbalance and developing a multi-year plan to eliminate the imbalance.

## **Standard VII: Governance, Leadership, and Administration**

As detailed in Chapter 7, Chatham University is governed by an engaged Board of Trustees and supported by leadership committed to transparency, accountability, and shared governance. Following leadership transitions, governance roles and decision-making processes are clearer and more stable.

Governance structures are functional and responsive to institutional needs and position the University to move from short-term corrective action toward longer-term strategic planning.

## **Concluding Statement**

Chatham University approaches this reaccreditation with a clear understanding of its challenges and responsibilities. The self-study affirms compliance with Middle States standards while candidly identifying areas for continued improvement. It demonstrates institutional capacity for self-reflection, disciplined planning, and mission-driven decision-making.

This accreditation cycle marks a transition from stabilization toward renewal. With strengthened systems, clarified priorities, and stable leadership, Chatham University is prepared to engage in comprehensive strategic planning and continue fulfilling its mission in a challenging higher education environment.

# Chapter 1

## STANDARD I Mission & 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.*

### Statement of Compliance

Chatham University affirms full compliance with Standard I. This chapter of the self-study examines how its mission is defined and operationalized to inform institutional goal setting, strategic planning, decision-making process, and the development of programs and policies that serve students and demonstrate the university's commitment to fulfilling its mission.

Chatham University's clearly defined mission and core values —*anchored in sustainability, women's leadership, community engagement, and diversity and inclusion*—remain a powerful point of identity for students, faculty, staff, alumni, and trustees. This mission and these values are widely publicized on the university website and various university publications. Additionally, these are complemented by its regional identity as an urban, liberal arts university with comprehensive career-focused professional program offerings.

*Chatham University prepares students to lead lives of purpose, meaning, and fulfilling work. Through a combination of liberal arts and professional skills building, and close engagement between students, faculty and staff, Chatham teaches its graduates to be informed and engaged citizens in their communities; to welcome and respect diversity of all kinds; and to help improve the fields and communities where they work and live.*

*To this end, our work in and out of the classroom prizes our core values of sustainability; women's leadership and gender equity; community engagement; and diversity and inclusion.*

### Evidence of Compliance

The following sections demonstrate Chatham's compliance with Standard I by articulating how its decision-making processes, goal setting and planning processes are driven by its mission and core values to advance the university.

#### The Mission, History, and Legacy

Guided by its core values, Chatham University pursues its mission through rigorous disciplinary and interdisciplinary educational and co-curricular experiences and personalized advising that challenges and supports its students to think critically, communicate effectively, engage deeply in complex societal issues, and make a lasting impact on others. Chatham University's mission and core values guide its strategic planning and implementation, resource allocation, program and curricular development, and assessment.<sup>1</sup> This mission statement is widely publicized on public facing institutional documents.<sup>2</sup> Members of the Chatham community pursue their daily work with firm conviction that their efforts inherently demonstrate the institution's commitment to fulfilling its mission and values.

A guiding light in the university's commitment to its mission and values was the life and legacy of its most illustrious alumna, Rachel Carson. Carson, one of the world's most influential nature writers, graduated from the Pennsylvania College for Women (now Chatham University) with a degree in science in 1929. *Silent Spring*, her most famous book, led to the banning of DDT, the creation of the Environmental Protection Agency, as well as the groundswell of public opinion and mobilization that led to the modern-day environmental movement. Carson's legacy lives on in Chatham's dedication to sustainability and protection of the environment, to which the university works to recommitment itself regularly. A recent example is the creation of the office of the Director of Buildings Systems and Sustainability, announced in August 2025. This office demonstrates the university's ongoing efforts to ensure its core values are literally built into the decisions the university makes about its physical spaces and campus grounds.

<sup>1</sup> See Evidence: Mission and Values, I.01.a.

<sup>2</sup> MSCHE Standard I, Criterion 1.f. A few examples of where the mission and values statement is publicized include: the university website (I.01.a), Strategic Plan brochures (I.01.c), and the Undergraduate Viewbook (I.01.NEW).



The university's addition of graduate programs in 1994 is a clear sign of Chatham's ongoing commitment to its mission. Chatham's first graduate programs were introduced in the College of Health Sciences (CHS) to prepare graduate professionals to be *engaged citizens in their communities (who) welcome and respect diversity of all kinds... and help improve the fields and communities where they work*. Over its first thirty years, CHS has successfully trained hundreds of students to serve as behavioral healthcare providers in occupational therapy and clinical psychology, physician assistants, physical therapists, and advanced nursing leaders to work in medically underserved communities or high-need, high-demand areas. CHS program graduates have a 90% job placement rate, which underscores Chatham's commitment to addressing critical workforce shortages for behavioral healthcare providers in the community.

Another CHS demonstration of Chatham's commitment to its mission of producing professionals who serve their communities is the Graduate Psychology program's pursuit and award of federally funded Health Resources and Services Administration (HRSA) projects. Internally, events such as interdisciplinary standardized patient experiences break down barriers to siloed training and emphasize teamwork among professions for the benefit of comprehensive and integrative patient care experience. Community stakeholders—grant partners, community training sites, and community organizations serving vulnerable populations—are engaged to share critical expertise with students and the wider community through continuing education events and training module development with a goal of professional and personal growth, as well as multi-dimensional views of the populations they serve (youth suicidality, maternal mental health, immigrants & refugees, hospice care etc.).

Chatham University's first 146 years as an institution for women is a fundamental point of pride that influences the university today. The university's longstanding commitment to Women's Leadership and Gender Equity, as well as to Diversity, Equity, and Inclusion (DEI), are manifestations of that legacy and are among several intentional and outward-facing initiatives that reflect these values as core elements of the institution's mission and prepare students to enter their communities with lives of purpose and meaning. The creation and implementation of the Office of Diversity, Equity, and Inclusion (ODEI) Lounge in 2024 provides a dedicated space that fosters belonging, education, and engagement. This space supports student organization meetings, intentional dialogue, and programming focused on topics of diversity, equity, inclusion, and belonging. In addition, the continued expansion of the Women's Institute underscores Chatham's leadership in advancing women and femme-aligned voices through extensive programming,

research, and mentorship opportunities. The Institute's integration with the Women and Femme-Aligned Leadership Living Learning Community (LLC) further exemplifies this commitment. Residential students within the LLC live and learn together through shared experiences, including a common read, coursework in Women's and Gender Studies department, civic and community engagement projects with community partners and organizations, and collaborative educational programs; each designed to strengthen community, promote leadership, and advance the university's mission-driven focus on equity and empowerment.

Through the Chatham University General Education Program, undergraduate students are grounded in the university's mission. In this program (described in more detail in Chapter 3: Design and Delivery of the Student Learning Experience), the mission-derived commitment to the combination of liberal arts and professional skills building equips students to serve the communities in which they live. The university's mission and core values find resonance in the general education "Mission Related Courses" that are arranged around the primary themes of Engagement and Responsibility, Global and International, and Sustainability and the Environment.<sup>3</sup>

### Effective Processes for Review, Update, and Implementation of the Mission

Since the last MSCHE reaffirmation, Chatham identified and evolved its strategic goals and priorities in response to rapidly shifting trends in the higher education climate that directly impact the region. Foremost among them is a decline in high school graduates in Western Pennsylvania and rising competition among institutions of higher education regionally and nationally. In addition, the evolution of strategic priorities has been driven by leadership transitions and turnovers at all levels and sectors of the university.

During the 2017 and 2021 strategic planning process, the university activated the Strategic Plan Steering Committee (SPSC) with broad participation among university stakeholders.<sup>4</sup> The SPSC included representatives from students, faculty, staff, administrators, alumni, trustees, and community members organized in various work groups.<sup>5</sup> To support the strategic plan and provide a method of tracking the university's progress in executing it, the SPSC developed an array of metrics grounded in the mission and advancing the university's higher education goals.<sup>6</sup> During 2021-2022, two additional strategic planning processes were held with particular focus around the Falk School of Sustainability and Environment, and around Diversity, Equity, and Inclusion. These separate but corresponding strategic planning efforts were intended to complement the overall university strategic plan.

<sup>3</sup> MSCHE Standard 1, Criterion 1.d.

<sup>4</sup> MSCHE Standard I, Criterion 1.a. See Evidence: Strategic Planning documents, I.03.a-b. See 2022 Strategic Planning site, I.15.d, p. 4, for a list of steering committee members reflecting the broad nature of campus participation in the process.

<sup>5</sup> MSCHE Standard I, Criteria 1.b-c.

<sup>6</sup> MSCHE Standard I, Criterion 2. See Evidence: 2021-22 Planning Tracker Aug 4v DF, I.03.a, and Strategic Planning - 2021-22 - Metrics Dashboard Nov 2022, I.03.b.

**Table 1.1 Strategic Plan Comparison**

2017	2021	2023*
A Plan for the Future, Rooted in the Past. <sup>7</sup>	Chatham's Next (2022-2027) Strategic Plan <sup>8</sup>	RENEW 2025 <sup>9</sup>
Enhance academic excellence in the student experience.	Enhance the Chatham experience for students, employees, alumni	Furthering academic excellence and student success
Deepen partnerships for students and alumni success.		
Expand Chatham's leadership in sustainability and health.	Continue to build Chatham's leadership in sustainability and health	
Improve access and affordability through innovation.	Build a more diverse, equitable, and inclusive community	
Build university capacity and capabilities.	Strengthen institutional sustainability	Improving fiscal and operational sustainability
	Renew campuses to better serve the members of the Chatham community	Enhancing the campus experience

A hallmark of the 2022 strategic plan was its close adherence to the university mission and the ways institutions measure student success. The mission is evident in metrics that track institutional progress in advancing building “a more diverse, equitable, and inclusive community.” Student success metrics included efforts to track institutional progress on retention of students, faculty, and staff, and student-centric measures of success in graduation, placement, and student satisfaction. Finally, the SPSC established metrics by which the university could track its progress in securing the fiscal resources necessary to build the infrastructure necessary for fulfilling the ambitious goals of the plan.<sup>10</sup>

Under the leadership of then-president Dr. Rhonda Phillips, the university redefined its priorities and launched an ambitious two-year tactical plan called RENEW 2025.<sup>11</sup> This short-term plan was intentionally advanced not as a new strategic plan, but as an immediate tactical plan focused on growth and financial stability in a time of operating deficits. The stabilization of leadership with the appointment of President Lisa Lambert as the 21st university president has positioned her to take the next logical step in securing the future of the university mission and core values. Her announcement at the Fall Community Update on November 13, 2025, that Chatham University will engage in an all-university initiative to establish a new strategic plan provides the institution with a renewed opportunity to evaluate the mission and core values for propriety, timeliness, and continued relevance to the evolving university community.<sup>12</sup> This will empower the university to voice its support for its mission and continue to build on the institution's strengths. For more on Chatham University's planning processes, please see Chapter 6: Planning, Resources, and Institutional Improvement.

### Aligning Priorities with the Mission

Chatham University remains resilient and continues to strive to live up to its mission and core values. Evidence of excellence can be seen in every corner of the institution:

- The commitment to student success and delivering on student outcomes through quality educational programming, and expanding student supports (e.g., creation of the Academic Success Center, Office of Academic and Accessibility Resources, Cougars Care success software, Stoplight Survey) and advising (e.g., fully staffed Academic Advising Center).<sup>13</sup>
- Faculty leadership in advancing scholarly inquiry and creative activity (e.g., National Science Foundation scholars in the College of Arts and Sciences, HRSA awards in CHS, a Fulbright Student Program recipient in CAS and Fulbright Scholar in the Falk School for Sustainability and Environment).
- Molding career ready graduates with required internships in local industries with every major, building relationships with local businesses and companies through Career Launch, Internship and Career Fairs, and supporting students with required career focused courses, and training Career Development staff in Life Design.

Faculty and staff members have stepped into leadership positions, which stands as a testament to those who have remained loyal to the university despite the storms ever present in today's small private liberal arts universities. President Lisa Lambert has among the longest tenures as a faculty member and has relied on that experience to lead the university through many storms. Her calm and steady approach to leading the institution through these challenges to its next bigger and

<sup>7</sup> See Evidence: I.01.c Strategic Plan brochure for details of the strategic goals and objectives within each goal

<sup>8</sup> See Evidence: I.05.d Strategic Planning – June 2022 Board Book p. 19 for strategic goals/priorities that were part of “Chatham's Next (2022-)” Strategic Plan

<sup>9</sup> See Evidence: I.05.b RENEW 2025 one-sheet for details of the two-year action plan consisting of 3 goals/pillars.

<sup>10</sup> MSCHE Standard I, Criteria 3.a-b, d; see Evidence: Strategic Planning - 2021-22 – Metrics Dashboard Nov 2022, I.03.b.

<sup>11</sup> See Evidence: RENEW 2025, I.05.a.

\* NOTE: Including RENEW 2025 in this table is not intended to imply it was a strategic plan, but only to demonstrate alignment between its tactical priorities and previously established strategic priorities.

<sup>12</sup> MSCHE Standard I, Criteria 1.g., 4.

<sup>13</sup> See Evidence: Academic Advising, IV.19.c.

better chapter is critical. She will build on the tenacity of those who have remained at Chatham who are highly aligned with the mission and values and are dedicating their careers to the institution. It is with this emerging theme of tenacity and determination to overcome adversity that this chapter and self-study were framed.

With Dr. Lambert's new role, Dr. Matthew Redinger, formerly Assistant Vice President for Academic Affairs, has been named Provost and Vice President for Academic Affairs. As a newer member of the Chatham community, Dr. Redinger's fresh perspective and energy complement Dr. Lambert's forward-focused attitude to address longstanding issues and concerns impacting the university. With particular focus on academic excellence, student success, and access, Dr. Redinger is leading efforts to improve policy, procedures, and access to information that enable students to navigate their time at Chatham, while also providing faculty and staff with clarity to further support and connect students to the services and resources to promote their overall academic, personal, and future professional success.

Within the curriculum, the faculty has incorporated the university's mission and values into its general education requirements and major requirements at both the undergraduate and graduate levels.<sup>14</sup> An example of this is a focus on cultural understanding within the health professions, attention to students' access to basic needs within sustainability and food studies and recognizing the importance of an individual's lived experience and identity in building understanding.

Since becoming a gender inclusive institution in 2015, the university has seen growth in its undergraduate student body. This transition from an all-women's institution at the undergraduate level has expanded the types of student communities represented and the unique needs these students require to be successful. Through this period of transition, Chatham has consistently articulated the institution's commitment to its five core strategic priorities

- Enhance academic excellence in the student experience,
- Expand Chatham's leadership in sustainability and health,
- Improve access and affordability through innovation,
- Deepen partnerships for students and alumni success, and
- Build university capacity and capabilities.<sup>15</sup>

Integrated into each of these goals are threads of innovation, ongoing quality improvement and assessment, fundraising, student well-being, and the quality of student experience, alumni engagement, and support for faculty development.

### **Institutional Alignment with the Mission**

Chatham has seen great success in aligning mission and values to execution of education and programming.<sup>16</sup> In particular, the Office of Student Affairs, the Center for Women's Entrepreneurship, the Pennsylvania Center for Women in Politics, and the Women's Institute demonstrate that the university has not lost its connections to its historic roots as well as its ongoing commitment to women's leadership

and gender equity. Other signs of the ongoing commitment to the university's mission include work in various academic departments and programs, such as the efforts of the Science Department and CHS to critically examine their curricula to better prepare students for future professional experiences while also examining and expanding the curriculum to include more voices from diverse backgrounds.

Chatham University is exploring new growth opportunities through academic programs. The School of Business and Enterprise (SBE) is implementing a partnership with Rize Education to expand course offerings for the MBA program with the hope that interest in these courses will allow for the expansion of Chatham course offerings with faculty lines to support them in the future. Sports Management, also within SBE, brings together the interest of a large student athlete population with business to lead athletic-related programs and initiatives with a foundational business understanding.

The College of Health Sciences has expanded its partnership with the UPMC Health System, which allows registered nurses to take Chatham University courses toward their degree completion through the RN-BSN program. UPMC nurses with the BSN may also take advantage of the partnership with Chatham to pursue their MSN specializing in scholarship, leadership or education. CHS also launched the Bachelor of Science in Health and Wellness to capitalize on increasing interest in health-related programs at the undergraduate level. The degree also allows prospective students with an associate's-level health-related professional preparation to obtain their bachelor's degree to further advance their careers or bridge to graduate-level health professions programs.<sup>17</sup>

Moving forward, Chatham University will continue to rededicate itself to a comprehensive process that intentionally aligns the university's overarching mission and vision with those of its individual departments, programs, resources, and services. Evidence of this renewed institutional focus is visible through the implementation of college- and department-level operational planning processes. In 2024, President Phillips and then-Provost Lisa Lambert tasked the deans to facilitate the development of operations plans known as Strategic Growth Opportunities (SGO) Plans. These required the colleges and individual departments to formulate plans that highlighted protecting the university's mission by growing enrollment through admission and retention and advancing student success. The deans from the four colleges/schools facilitated the development of SGO plans by academic departments that identified where the institution should invest funds for future growth, ensuring input at all levels on values and mission-based budgeting. The deans followed up on the SGO plans through two campus-wide summits where ways to assess the implementation and outcomes of the SGO plans were discussed.<sup>18</sup> With recent leadership changes, Chatham is re-evaluating the SGO plans to identify where we should invest our energy and funds for future growth. This has included reviewing our institution's unique place in the community given our mission and how best to showcase that.

---

<sup>14</sup> For General Education, See Evidence: General Education, III.43.a

<sup>15</sup> See Evidence: Strategic Plan, 2017, I.01.c.

<sup>16</sup> MSCHE Standard I, Criterion 1.d.

<sup>17</sup> MSCHE Standard I, Criterion 1.e.

<sup>18</sup> See Evidence: SGO Template 2024-2025, I.03.c., especially, p. 6. For examples of SGO reports, see I.03.c.1-3.

## Reinforcing the Mission through Budget Alignment and Innovation

Chatham University is not unique in facing and adjusting to shifting trends in higher education as highlighted in the 2022 Environmental Scan Report.<sup>19</sup> Since the last MSCHE accreditation, the university experienced shifts in its growth trajectory followed by a leveling off period. The gradual downturn in graduate enrollment and the plateauing of undergraduate enrollment, compounded by the lasting impact of the COVID-19 pandemic, has had a negative effect on the financial standing of the institution. In response, Chatham underwent an organizational overhaul that resulted in changes to senior-level administrative leadership. To further mitigate the structural financial deficit, Chatham eliminated the School of Continuing and Professional Studies, made broad reductions in operating budgets and staff across all units, and realigned its spending priorities to focus on our institution's mission and core values. A prime example of returning to core values was the strategic decision within the 2023-2025 budget-reduction process to maintain the Women's Institute, Center for Women's Entrepreneurship, and Pennsylvania Center for Women in Politics as Chatham's commitments to empowering women, promoting gender equity, and sustaining women's leadership. Future planning processes will focus on returning to basics and bringing attention to what has defined Chatham's institutional and educational outcomes over the last decade.<sup>20</sup>

Chatham University has a history of exploring innovative approaches to meet the evolving needs of learners. It implemented innovative graduate programs in the 2010s and advanced online education in fields such as nursing, business, psychology, and occupational therapy. It has also invested institutional, financial and human resources in technical solutions to modernize its processes. An example is the implementation of Workday Platform for budgeting and human resources, which represents a key advancement in providing more accurate, real-time financial information to guide strategic planning and resource stewardship. The implementation of Workday Platform to manage our financial and human resource related needs has increased fiscal transparency by allowing university stakeholders to monitor their spending in real time while streamlining the approval process for purchasing and payment for services. By thus empowering those with day-to-day budget oversight, the university is working to train and educate its staff and faculty on how to plan, budget, and project needs now and in the future for better strategic financial planning. Chatham is currently in the middle of a two-year implementation of Workday Student, which will replace Anthology/Campus View as the student information system by the fall of 2027. This new technical solution will provide advisors and faculty with improved reporting and analytics on student progress, and improved transcript processing and transfer credit evaluations. Students will benefit from a better mobile experience that will enable them to take advantage of more timely updates on degree progression, registration, scheduling, advising, and student support structures, all in a more user-friendly, intuitive technical environment.

The establishment of the Academic Success Center (ASC) which was formed by bringing together the Academic Advising Center, Office of Career Development, Office of Global Engagement, and the Office of Academic and Accessibility Resources into one unit under Academic Affairs has enable these areas to strengthen collaboration and communication to serve students. The ASC was awarded an \$800,000 grant from the McCune Foundation to support student success

initiatives including peer tutoring, academic support services, and renovations to the JKM Library to integrate the unit with Library services and the IT Helpdesk.

The university also entered into a contract agreement with Kennedy & Company, a new financial aid consulting firm that will assist with proper student aid packaging and discounting to maintain the affordability of a Chatham education for prospective and current students to improve retention and further stabilize the institution finances.

---

## Summary Determination

Chatham University is in compliance with MSCHE Standard I. Its mission and core values lie at the heart of planning and decision-making processes. It has established budgetary, structural, and curricular goals that reinforce the mission and the university's commitments to its **core values of sustainability, women's leadership and gender equity, community engagement, and diversity and inclusion.**

As a whole, Chatham University has viewed the Middle States Accreditation Self-Study as a singularly important opportunity to reset and realign the institution- reenforcing the strong foundation for further stability, innovation, and growth. This process has broad participation from constituents and stakeholders across the Chatham community and has revealed that the university's mission and core values are things the community cares deeply about, and that the university community remains committed to working to incorporate the university mission and core values in everything it does.

## Strengths, Areas of Opportunity, and Recommendations

### Strengths

#### History and Legacy

Chatham University's history as a women's institution drives its commitment to its mission and core values. Even in times of fiscal challenge, Chatham has remained true to its core values of sustainability, women's empowerment and gender equity, as seen through its continued commitment to maintaining and advancing the Center for Women's Entrepreneurship, the Pennsylvania Center for Women in Politics, and the Women's Institute. The university's commitment to sustainability and the environment arise out of the legacy of Rachel Carson. This commitment to sustainability and Chatham's ongoing commitment to pursuing the ways in which these initiatives translate today is a significant value for students and employees. In other words, the mission and values are the reasons why people live at Chatham, work at Chatham, and study at Chatham.

#### Mission-aligned Priorities

Among the strengths of which Chatham can be proud is its mission-aligned priorities. Through its curricula and academic structures, such as its willingness to embrace curricular innovation and academic structures such as new colleges and student service offices, Chatham has reinforced its commitment to preparing students for lives of purpose and service. Successes that arise from this commitment include graduate placement, successful grantsmanship, and increased community involvement of the university and its constituents. Other examples of mission-aligned priorities include investment in new leadership—both from within and from without—as well as investments in infrastructural (Office of the Director of Buildings Systems and

---

<sup>19</sup> See Evidence: 2022 Environmental Scan Report, I.05.d.

<sup>20</sup> President Lambert has committed the university to a new strategic planning process to begin in spring 2026 and to continue through the 2026-2027 academic year.

Sustainability) and technical innovation (Workday Platform and Workday Student).

## Areas of Opportunity

### Communicating the Mission and Values

While the institution's history and legacy are clear strengths, these also present opportunities for Chatham to better communicate our mission and values to our own university community as well as the City of Pittsburgh, Southwestern Pennsylvania, and the Commonwealth of Pennsylvania. This is also an opportunity embraced by President Lambert. By thus continuing to improve our communication practices, the university can continue to provide—and expand—opportunities for the broader community to get to know the university through its mission and values in meaningful and recognizable ways that students, staff, faculty, alumni, and external community members can articulate as being distinctively “Chatham.”

### Fiscal Pressures on the Legacy

While fiscal pressures required that Chatham embrace an expansive vision of gender inclusivity in its student body, it is important to acknowledge that this transition may not have fully conveyed how the change aligned with and advanced the university's historic commitment to women's education. For some alumnae, the shift felt like a departure from the institution's original mission, and the narrative surrounding the change may not have clearly communicated how the university intended to expand that mission rather than replace it. As a result, opportunities to engage alumnae and community members in meaningful dialogue during this pivotal moment may have been missed, leading to some alumni's sense of disconnection and uncertainty about the university's identity and future direction. These alumni are among the highest priorities for the new alumni affairs staff in the Office of Advancement, noted in the Recommendations below.

### Accountability

Chatham's mission and core values provide members of the university community with a strong foundation to focus their education and work. How the community further builds upon that foundation and holds the community accountable to this commitment provides an opportunity to better define what makes Chatham distinct. For example, the university can establish clearer processes to ensure community engagement and participation in ongoing improvement of current university efforts as well as new initiatives to build institutional understanding, and to effectively implement strategic action plans to realize these goals.

## Recommendations

### Continuing to Build on Improved University Engagement

As Chatham moves forward from this reaccreditation process, it is committed to continue imbuing the mission and core values into every corner of the institution. This is more than just buy in; this means holding members of the community accountable for executing actions that enable the mission and core values to impact the overall university culture. The university leadership is committed to open communication and increased dialogue among administration, faculty, staff, students, alumni, and the greater Chatham community to allow for voices, perspectives, and lived experiences to inform the university's strategic planning, implementation, and assessment processes necessary for continued improvement. President Lambert's announcement that Chatham University will launch a new strategic planning process to support the mission and build on the university's strengths, which provides another opportunity for the institution to restate and reinforce its fundamental values.

### Alumni Outreach

As noted in the Areas of Opportunity above, there are alumni who may have not fully embraced the expanded institutional mission once the university welcomed all genders in 2015. This presents an important opportunity for the new staff tasked with alumni outreach and engagement to re-engage with these alumni and work to cultivate support for this expanded institutional vision.



## Evidence Inventory for Standard I: Mission & Goals

1. Clearly defined mission and goals that: (a) are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement; (b) address external as well as internal contexts and constituencies; (c) are approved and supported by the governing body; (d) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; (e) include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; (f) are publicized and widely known by the institution's internal stakeholders; (g) are periodically evaluated.
  - I.01.a Mission & Values
  - I.01.NEW ChathamU Undergrad Viewbook\_2024
  - I.01.b CampusUpdateAugust 2021Final
  - I.01.c Strategic Plan brochure\_proof
  - I.01.d Mission Statements
  - I.02 Mission Statements in University Publications
  - I.03.b Strategic Planning - 2021-22 - Metrics Dashboard Nov 2022
  - I.03.d 2019 Nov\_Campus UpdateFall19 FINAL
  - I.03.e 2020 April\_campusupdateApr292020v2
  - I.03.f 2020 August\_CampusWelcomeFall20final
  - I.03.g 2020 August\_StaffUpdateAug20final
  - I.03.h 2021 August\_CampusUpdateAugust 2021Final
  - I.03.i 2022 Nov\_Campus Update Nov 2022 - FINAL
  - I.03.j 2023\_August 2023 Campus Update - Rhonda Phillips
  - I.03.k 2024\_August-Update-v2
  - I.03.l 2025\_March 18\_Employee-Update-Final
  - I.03.m 2022\_August\_Campus Community Update
  - I.03.a 2021 22 Planning Tracker Aug 4v DF
  - I.03.c SGO 24-25 Template
  - I.03.c.1 CHS SGO 24-25 version 09.30.24
  - I.03.c.2 SBE SGO Part I and II
  - I.03.c.3 FSSE SGO 24-25
  - I.04.a Career Development - Campus Engage Opps 1-sheet
  - I.04.b GE - Event Flyers OGE (8.5 x 11 in)
  - I.04.c GE - Global Mixer print flyer
  - I.04.d GE - IEW week events
  - I.04.e GE - PASSPORT FUNDING flyer
  - I.04.f GE - scholarships info session 09 19 24
  - I.04.g Syllabus - SDE 310 - Spring 2025
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission.
  - I.05.a RENEW 2025\_ Chatham University
  - I.05.b Renew 2025 1-sheet-1023
  - I.05.c strategic-plan - October 2017
  - I.05.d 2022 Strategic Planning - June 2022 Board Book - SWOT, Mission, Values
3. Goals that focus on student learning outcomes and student achievement that: (a) include retention, graduation, transfer, and placement rates; (b) consider diversity, equity, and inclusion principles; (c) are supported by administrative, educational, and student support programs and services; (d) prioritize institutional improvement.
  - I.06 Strategic Planning - 2021-22 - DRAFT Metrics Dashboard Nov 2022
  - I.07 Cohort Tracker 2025
  - I.08.a Evidence Note
  - I.08.b.1 Completion\_2016-2017
  - I.08.b.2 Completion\_2017-2018
  - I.08.b.3 Completion\_2018-2019
  - I.08.b.4 Completion\_2019-2020
  - I.08.b.5 Completion\_2020-2021
  - I.08.b.6 Completion\_2021-2022
  - I.08.b.7 Completion\_2022-2023
  - I.10.a Inclusive Excellence Framework as of 7-16-23
  - I.10.b ODEI Values, Mission, Vision - 12.19.23
  - I.10.c Chatham DEI Timeline 2020-2024
  - I.10.d Campuswide Email 11 17 23 RENEW ODEI Lounge
  - I.10.e 2023-24 Women's Institute Impact Report
  - I.10.f CWE Impact Webpage
  - I.10.g rise-brochure-0320
  - I.10.i CSG Minutes - Notes
  - I.11.a Chatham U Fact Book-Feb 2024
  - I.12 HR - Faculty and Staff Headcount
  - I.13.a Heinz Grant Proposal
  - I.13.b Middle States - FW\_ OAAR Grant FW\_ Heinz Endowments Grant Award
  - I.13.c AEN - Training Details
  - I.13.d COR145 SP25 Syllabus
  - I.13.e IND101 SP25 Syllabus
  - I.13.f OAAR 1-sheet
  - I.13.g OAAR Services Flyer (1)
  - I.13.h OAAR Brochure - Faculty
  - I.13.i StudyHall Poster
  - I.13.j SDE Fall 2024 Training Instructors and SCGAs
  - I.13.k SDE101 Syllabus Fall 2023 - Template\_082523 (5)
  - I.13.l OAAR - Assistive Tech descriptions
  - I.13.m Teaching and Learning Technologies - Description of Services
  - I.13.n Cougars Care update January 2025
  - III.43.a General Education Catalog copy
  - IV.19.c Academic Advising - AY 2024 - 2025 - Timeline for Transition from Faculty to Staff
4. Periodic assessment of mission and goals to ensure they are relevant and achievable.
  - I.15.a Employee Community Update - 3.14.24
  - I.15.b Employee Community Update - 8.20.24
  - I.15.c New University Software System (RENEW 2025) - 10.18.24
  - I.15.d 2022 Strategic Planning Site
  - I.15.e Strategic Planning - June 2022 Board Book - SWOT, Mission, Values



# Chapter 2

## STANDARD II Ethics & 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.*

### Statement of Compliance

Chatham University affirms full compliance with Standard II. This chapter examines ethics and integrity as demonstrated in hiring practices, internal and external communications, and policies and procedures. As is the case with all of the chapters of this self-study, it is arranged around a specific standard, includes analysis based on required evidence, and concludes with statements of strengths, areas of opportunity, and recommendations for future development and improvement.

### Evidence of Compliance

Chatham University strives, at every opportunity, to demonstrate that ethics and integrity are central, indispensable, and defining hallmarks of the institution. It aspires to manifest its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully in all it does.

Chatham is committed to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights as evidenced by policy protecting exercising freedom of expression and intellectual freedom in the classroom. In its Faculty Manual, the university explicitly commits to the protection of faculty academic freedom, because this freedom is fundamental to the pursuit of higher knowledge and deeper insights into the human condition and the world in which we live. The official statement of adherence to academic freedom is based on the 1940 Statement of Principles of the American Association of University Professors.<sup>1</sup> Chatham University policy upholds its commitment to foster a climate that facilitates respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives as evidenced in the Student Handbook, the Chatham University Employee Manual, and the Faculty Manual.<sup>2</sup> The Student Honor Code outlines community standards and guidelines that foster respect among the Chatham community and dissuade prohibited behavior and misconduct that negatively impacts the entire institutional community.<sup>3</sup> These standards and guidelines discourage bullying, discrimination, and intimidation among other behaviors.

Chatham University has grievance policies that are documented and disseminated to address complaints or grievances raised by students, faculty, or staff. Grievance policies for all three constituencies encourage community members to address concerns informally if possible. When that is not possible, the university has developed policies intended to provide more formal resolution. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably. Examples of grievance policies can be found in the Employee Manual, Student Handbook, and Faculty Manual.<sup>4</sup>

Chatham University ensures the avoidance of conflict of interest or the appearance of such conflict and protections against discrimination in all activities and among all constituents,<sup>5</sup> as is evidenced by:

- Employee Manual: Conflict of Interest
- Faculty Manual: Outside Professional Service and Conflicts of Interest
- Student Handbook: Chatham University Notice of Non-Discrimination
- Board of Trustees: Chatham University Conflict of Interest Policy<sup>6</sup>

<sup>1</sup> MSCHE Standard II, Criterion 1; see Evidence: Faculty Manual 7 2023 revision, II.01.b., pp. 24-25.

<sup>2</sup> MSCHE Standard II, Criterion 2; see Evidence: Student Handbook 2025-26, II.01.c, Policy on Student Behavior and Conduct, pp. 44-61; Chatham University Employee Manual, II.01.d Standard of Employee Conduct, p. 13; and Faculty Manual 7 2023 revision, II.01.b., p. 25.

<sup>3</sup> See Evidence: Student Honor Code, II.01.a.

<sup>4</sup> MSCHE Standard II, Criterion 3. See Evidence: Employee Manual Grievance Procedure, II.07.a, p. 13, Student Manual, II.01.c, p. 68, and Faculty Manual, II.01.b, pp. 38-40.

<sup>5</sup> MSCHE Standard II, Criterion 4.

<sup>6</sup> See Evidence: Employee Manual II.12.a.; See also New Employee Conflict of Interest information, II.11; Faculty Manual, Section 3.2.1, II.12.b.; Student Handbook, p. 99, II.08.a; and Board of Trustees Conflict of Interest policy, II.12.c.

Chatham University adheres to fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity;<sup>7</sup> this is evidenced by:

- Employee Manual: Non-Discrimination Policy, Posting of Vacancies, Promotions and Transfers, and Separation and Termination of Employment<sup>8</sup>
- Faculty Manual: Conclusion or Continuation of Service<sup>9</sup>

Chatham University adheres to honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.<sup>10</sup>

As an institution, Chatham's focus on diversity, equity, and inclusion has come from the university's history as an all-women's college and the mission and values it has established over time. The establishment of the Office of Diversity, Equity, and Inclusion (ODEI), which was an explicit goal of the 2017 strategic plan, was a major accomplishment that reinforced the university's commitment to the ideals of equity across the board, inclusion of the whole university community, and a diversity that is representative of the wider world.<sup>11</sup> This office broadened and expanded the scope of the previous Office of Multicultural Affairs. Programming through this office is explicitly open to ALL students regardless of identity through programs that enable students to arrive early for new and transfer student orientation and provide peer mentorship from other students already at Chatham. In addition, ODEI hosts dinners for all students where specific identities are celebrated and aspiring allies with other identities are able to attend and engage. Chatham also has well established student organizations open to all students that focus on specific identity groups who contribute to the culture and diversity of the institution, including the Asian Student Association, Black Student Union (BSU), Chatham Feminist Coalition, Jewish Students' Association, Muslim Student Association, Queer Student Alliance, and others.

The Office of Academic and Accessibility Resources provides student support services for academic and writing skills but also works with students to provide reasonable accommodation for students with documented disabilities to access a Chatham education. Ongoing one-on-one meetings with these students with accommodations provides opportunities for the students to learn about other resources and services as well ensure that the accommodations are working for the students.<sup>12</sup>

The faculty and academic staff work to assure that high standards of ethics and integrity are upheld in the university's academic endeavors. Faculty have worked to make sure that all syllabi are structured and consistent so that university policies around student behavior and

conduct, academic integrity, grading, and other details are standardized with the ability for instructors to further articulate program or course-based policies and requirements. In the pursuit of scholarship and research for both faculty, students, and staff, the institution is committed to ethical treatment of human and animal subjects. Faculty from across the university comprise the bulk of the Chatham Institutional Review Board (IRB). The IRB adheres to ethical processes for assessing the potential impact of research on human subjects to ensure that researchers protect human subject consent, privacy, and confidentiality.<sup>13</sup> The university invests in the integrity of the IRB process by providing faculty and students who are doing research and IRB members with Collaborative Institutional Training Initiative (CITI) training and certification. Another demonstration of the institutional commitment to best practices in research management and support is the deployment of Cayuse research and grant management software.

Faculty, staff, and community members comprise the Institutional Animal Care and Use Committee (IACUC). The IACUC reviews research protocols describing the use and care of animals and make certain that the care of animals used in teaching and research by members of the Chatham faculty or student body follows Public Health Service guidelines for humane care and use of animals.<sup>14</sup>

In an intentional effort to respond to the needs of Chatham's potential and current students, and to comply with all laws, regulations, and accreditation standards, Chatham openly provides, on its website, a plethora of consumer information and disclosures. Chatham provides regular consumer information to students to assure access and affordability,<sup>15</sup> to publicize institutional data such as retention and completion rates,<sup>16</sup> to inform them about the costs and value of a Chatham education for prospective and current students to make educated decisions about their financial situation.<sup>17</sup> Student academic progress is carefully reviewed to allow the university to optimize students' financial aid funds to aid in achieving their education goals. Moreover, students who have outstanding balances can work with Student Accounts to address their unique financial circumstances.<sup>18</sup> For programs that lead to licensure, Chatham's website publicizes the specific state licensing requirements for each program.<sup>19</sup> Students who experience life circumstances that prevent them from completing an academic term are eligible for various pro-rated tuition and fees outlined in the university withdrawal policy, as are students who must take a medical cancellation or withdrawal due to their health and well-being. Through Student Employment, the university provides on-campus and in-community positions that provide students with opportunities to gain professional skills and gain access to federal work study funds. Chatham also provides federal work study-eligible students with

---

7 MSCHE Standard II, Criterion 5.

8 See Evidence: Employee Manual, II.12.d:Non-Discrimination Policy, p. 12; Posting of Vacancies, p. 31; Promotions and Transfers, p. 32; and Separation and Termination of Employment, p. 32.

9 See Evidence: Faculty Manual, II.12.d, Section 3.11, pp. 42-44.

10 MSCHE Standard II, Criterion 6.

11 MSCHE Standard II, Criterion 7.a.

12 MSCHE Standard II, Criterion 7.b.

13 See Evidence: Faculty Manual, II.12.d, Section 2.5.6, pp. 11-12.

14 See Evidence: Faculty Manual, II.12.d, Section 2.5.10, p. 13.

15 MSCHE Standard II, Criterion 7.b.

16 MSCHE Standard II, Criterion 8.c.; see Evidence: Common Data Set Chatham, III.NEW.

17 See Evidence: Consumer Information, II.21.a-d.

18 See Evidence: Financial Aid Information, II.20.a-d.

19 See Evidence: SARA Approved Participating Institution on website, II.27.a.

advance notice to apply for student employment positions and have some positions open only to those students.

In the interest of appropriate legal disclosures to the university's constituencies, Chatham complies with all applicable government laws and regulations and Commission policies and procedures, including—but not limited to—required info for students and the public:<sup>20</sup>

- FERPA<sup>21</sup>
- Clery Act<sup>22</sup>
- The Chatham Institutional Review Board (IRB)<sup>23</sup>

Also, among the public disclosures in which Chatham complies with federal policy, the university accurately publicizes its institutional accreditation status<sup>24</sup> as well as the accreditation status of the various programs that have external specialized accreditations. See Chapter 3: Design and Delivery of the Student Learning Experience for more detail on specialized accreditations. Professional certifications, accreditations, and memberships that support the university's operations and which provide professional support and best practices for supporting student success include: NC-SARA,<sup>25</sup> AACRAO, NAFSA, NACADA, NASPA, ACPA, and ACUHO.

Chatham University engages in periodic assessment of ethics and integrity as evidenced in revised institutional policies, processes, and practices (see, for example the notations of serial revisions of the Faculty Manual).<sup>26</sup> Establishing processes, protocols, and checks and balances as they relate to the university's finances, as well as the implementation of the Workday Platform, are major examples of this, as is current two-year effort to implement Workday Student to replace Campus View/Anthology as the Student Information System, to be completed by fall 2027.

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.

A clear manifestation of Chatham's commitment to ethics and integrity in higher education is its investment in academic integrity training for students. Students collaborated with university staff and administration to update its Honor Code Policy on Student Behavior and Conduct and the Policy on Academic Integrity in the 2020-21 academic year. Prior to this time, student assessment of their experience with these policies drove an effort to re-examine processes around ethics and integrity policies, processes, and practices. The two policies had different procedures which often caused confusion for students, staff, and faculty in efforts to hold students accountable for their errors of judgement in and out of the classroom. The revision and update resulted in policies and procedures that mirrored one another and enabled the Honor Code Committee to review cases of student behavior and

conduct as well as academic misconduct. The revision and update were led by the then Dean of Students Heather Black, Academic Integrity Officer Jeff Bukowski and Vice President of Planning Sean Coleman. Student leaders involved in the revision process noted the concerns about the confusion fomented by inconsistent policies and procedures, driving the revised mirrored policies and procedures.

Honor Code Committee members are trained year on the specific responsibilities associated with serving on this committee as well as the Honor Code Policy on Student Behavior and Conduct and Policy on Academic Integrity and their supporting procedures. Student members are additionally required to sign an Honor Code Committee – Student Member Agreement which outlines the importance of confidentiality and privacy in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as it relates to reviewing student information.<sup>27</sup>

---

## Summary Determination

Chatham University is in full compliance with MSCHE Standard II. The university adheres assiduously to high standards of honesty and integrity. It publishes widely its standards for conduct in the Faculty Manual, Student Handbook, and Employee Manual. It strives at all times, to uphold the promise of its mission, to honor its commitments, to adhere to its policies, and to review and modify its policies if and when individual policies no longer represent the interests of the university or the success of its students.

## Strengths, Areas of Opportunity, and Recommendations

### Strengths

#### Transparency in Pricing

The university is transparent about the total cost of a Chatham education with information about the cost of tuition, fees, housing, and meal plans. To this end, Residential Life has created easy-to-understand information about the costs of each housing option at Chatham and has worked with Parkhurst to tailor meal plan options to address the specific needs of different groups of students and costs.

#### Honor Codes

The university has realigned its Honor Code so that the Policy on Student Behavior and Conduct mirrors the Policy on Academic Integrity.<sup>28</sup> This provided a standard set of procedures and identified the rights of those going through the process while also clearly articulating repercussions and accountability for actions that undermine institutional mission and values.

#### Budgetary and Human Resources Transparency

Until recently efforts to cultivate increased transparency in the budgeting process, it appeared that the only members of the Chatham community involved in the university's financial and budgetary

---

<sup>20</sup> MSCHE Standard II, Criterion 8.a.

<sup>21</sup> See Evidence: FERPA Policy, II.28.a.

<sup>22</sup> See Evidence: Clery Report 2023, II.28.b.

<sup>23</sup> See Evidence: Faculty Manual Section 2.5.6, IRB, III.06.a.

<sup>24</sup> MSCHE Standard II, Criterion 8.b, see Evidence: Accreditation, II.NEW.

<sup>25</sup> See Evidence: SARA Approved Participating Institution on website, II.27.a.

<sup>26</sup> MSCHE Standard II, Criterion 9; see Evidence: Faculty Manual, II.01.b, cover page.

<sup>27</sup> MSCHE Standard II, Criterion 9; see Evidence: Honor Code Committee Student Member Agreement (covering FERPA and confidentiality), II.NEW, and Honor Code Committee Training Presentation, II.NEW.

<sup>28</sup> See Evidence: University Catalog, Honor Code, II.01.a.

procedures were program directors, chairs, deans, and administrators responsible for building and maintaining their own budgets. In 2025, the university launched Workday Platform as a new enterprise software system, which enhances transparency in all facets of the organization, especially financial management. This is a concrete sign of Chatham's work to build further checks and balances to ensure ethics and integrity with transparency, specifically within the areas of finance and HR (i.e., Workday Platform). Leadership changes have brought greater transparency to the campus community through campus wide staff and faculty meetings outlining Chatham's financial standing and the creation of the Budget Committee.

### **Areas of Opportunity**

#### **External Communication**

One of Chatham University's greatest opportunities for improvement in communicating its commitment to ethics and transparency is in its online systems that the university currently uses to share information. The external website, structured as a recruiting tool for prospective students, needs to be modernized to respond to student needs and interests today to provide a more robust experience to outside stakeholders.

#### **Intellectual Property Rights**

Other areas where analysis exposed opportunities to improve its practices in terms of ethics and transparency is a clear statement of intellectual property rights of the faculty.

### **Recommendations**

#### **Policy Review**

To strengthen the university's outward commitment to ethics and integrity, Chatham must continue to use its mission and core values as foundational points to the creation, maintenance, and review of policies and procedures that abide by local, state, and federal laws and regulations, while also providing transparency and access to information in a clear and consistent way.

#### **Accountability**

Chatham also needs to continue efforts to uphold transparency and adherence to institutional policies through consistent communication. During this time of change in leadership, each unit within the university has an opportunity to realign with the institutional policies.

#### **Building on Transparency**

The university community anticipates that the lessons learned from advances in cultivating transparency in financial affairs and the current leadership's emphasis on frequent internal communication will further inform the importance of planning, university community engagement, and ongoing communication and training.

#### **Ethics and AI**

Chatham could work to assure ethical use of artificial intelligence with a deeper dive in formulating policy than the current syllabus template provides. This could be facilitated by developing a strategic plan for artificial intelligence that considers its policy impacts and provides ethical guidelines for academic use.

## Evidence Inventory for Standard II: Ethics & Integrity

1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.
  - II.01.d Intellectual Property 8-8-162
  - II.01.a Student Honor Code
  - II.01.b Faculty Manual 7 2023 revision
  - II.01.c ChathamU Student Handbook\_2025-26
  - II.01.d EMPLOYEE MANUAL 10-1-171
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.
  - II.02.a Satisfaction Survey Overview 2014-2020
  - II.02.b COVID Comparison Satisfaction Survey 2016-2020
  - II.02.c Survey Report - Spring 2020
  - II.02.d Slides Average Satisfaction 2016-2020, Pre\_Post Email
  - II.02.e COVID Comparison Satisfaction Survey\_V2
  - II.02.f Spring 2020 Satisfaction Survey Comments
  - II.02.g UG Satisfaction Survey Report 2022
  - II.02.h Graduate Satisfaction Survey Report 2022
  - II.02.i Student Satisfaction 2024
  - II.02.j Student Satisfaction sub-committees
  - II.03.a Fact Book-Feb 2024
  - II.04 HR - Faculty and Staff Headcount
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.
  - II.07.a Employee Manual - Grievance Policy
  - II.07.b - HR - Intranet websites
  - II.08.a Student Handbook 2024-25 - Student Complaints about Violation of Honor Code
  - II.09.a Accreditation Chatham.edu Page
  - II.11 COI-Conduct-Reporting Procedures
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.
  - II.12.a Employee Manual 10-1-171 - Conflict of Interest Policy
  - II.12.b Conflict of Interest Policy
  - II.12.c Chatham University - BoT Conflict of Interest Policy
  - II.13.a Conflict of Interest Statement 1-2025
  - II.13.b Employee Manual Acknowledge 1-2025
  - II.13.c Code of Ethical Professional Conduct 1-2025
  - II.13.d Mission Statement 1-2025
5. Fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity.
  - II.14.a Employee Manual 10-1-171 - Vacancies, Promotion, Separation
  - II.14.b - HR - Sections of Employee Manual
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.
  - II.16.a Leah Johnson Pulse
  - II.16.b Academic Visit Day Pulse
  - II.16.c Alumni Newsletter Sept 2024
  - II.16.d Family & Friends Newsletter June 2024
  - II.16.e Sum25 President Alumni Update
  - II.16.f DPT Admission FAQ 1-sheet-0823
  - II.16.g AP-IB Credit Fact Sheet-0923
  - II.16.h Example of NURSING \_GRAD Recruitment Plan\_24-25\_ DRAFT
  - II.16.i Explore Minors brochure-0923!
  - II.16.j FSSE Grad Program Bklet-0823
  - II.16.k Grad Viewbook-0622!
  - II.16.l Honors Program Brochure-0923
  - II.16.m IDP 1-sheet-0823
  - II.16.n OTD Admission FAQ 1-sheet-0823
  - II.16.o SHS Grad Program Bklet-0823
  - II.16.p Transfer 1-sheet-0823
  - II.16.q Ugrad\_Viewbook\_0824
  - II.16.r Undergrad Majors Bklt-0923
  - II.17.c Pulse - Dec. 11, 2024
  - II.17.d Pulse - Jan. 7, 2025
  - II.17.e Pulse - Dec. 11, 2024
  - II.17.a DEC 05
  - II.17.b SEPT. 27
7. As appropriate to its mission, has policies, services, or programs in place to: (a) promote diversity, equity, and inclusion; (b) promote affordability and accessibility; (c) enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.
  - II.19.a Employee Manual 10-1-171 - Non-discrimination
  - II.19.b Student Handbook - Non-discrimination
  - II.19.c Student Handbook - DEI
  - II.19.d Title IX Policy 8.1.24
  - II.19.e Title IX Chatham.edu Page
  - II.20.a Estimated Cost of Attendance
  - II.20.b Cost & Aid Chatham University
  - II.20.c Need-based Aid & Grants Chatham University
  - II.20.d Student Consumer Information
  - II.20.NEW Cost & Aid Chatham University
  - II.20.NEW Estimated Cost of Attendance
  - II.20.NEW Need-based Aid & Grants Chatham University
  - II.21.c Official Cohort Default Rates for Schools \_ Knowledge Center - Webpage

8. Compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to: (a) required information for students and the public; (b) representation of accreditation status; (c) full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; (d) the institution's compliance with the Commission's Requirements of Affiliation; (e) verification of student identity in distance and correspondence education; (f) substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion.

II.27.a SARA Approved Participating Institution \_ Chatham.edu  
Page

II.27.b OCICU details for Middle States

II.27.c General OCICU explanation

II.27.d Confirmation of OCICU registration and waiting for course  
add to CU

II.27.e Confirmation email registration in both systems complete

II.27.f OCICU details for Middle States II.27 28 29

II.27.g IT Help Article - MFA Verification Option

II.28.a FERPA Policy

II.30 Accreditation

II.32.a Chatham Classroom Profiles EASTSIDE 8\_11\_2023

II.32.b Chatham Classroom Profiles SHADYSIDE 1\_10\_2024

II.NEW Honor Code Committee Student Member Agreement

II.NEW Honor Code Committee Training Presentation

II.S8.a Post-Graduation Statistics

II.S8.c Common Data Set

II.S8.c Institutional Research

II.S8.c University Factbook

III.NEW Common Data Set Chatham

II.28.b Clery Report, 2023

9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

II.32.a CAP Policy Review Checklist 2022-23

II.32.b Policy-Audit



*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.*

# Chapter 3

## STANDARD III

### Design and Delivery of the Student Learning Experience

#### Statement of Compliance

Chatham University affirms full compliance with Standard III. This chapter examines Chatham University's work to develop, run, maintain, and improve upon the rigor, coherence, and market responsiveness of its academic programs. The keystone goal of the current RENEW 2025 tactical plan (discussed in more detail in Chapter 6) is founded upon the strength of Chatham's academic programs and the success of students who study here.

Chatham offers a variety of programs at the undergraduate and graduate levels, consistent with prevailing practices in higher education, through which it pursues fulfillment of its mission to prepare students to lead lives of purpose, meaning and fulfilling work. In this chapter, the university examines its programs, faculty credentials, systems designed to aid in student progress and success (particularly the Library, IT, general education), and its curricula upon which its programs are built. The Chatham University academic program, writ large, is the product of tremendous work by dedicated professionals, and works to assure that its individual academic programs are characterized by rigor, coherence, and are guided by a spirit of continual improvement.

#### Evidence of Compliance

The following sections demonstrate Chatham University's compliance with Standard III. In them, the university demonstrates that its academic organization, programs, faculty review processes and support resources, processes to facilitate student degree progression, and the resources the university deploys to support student success are consistent with both the expectations of higher education and Chatham's commitment to fulfilling its mission.

#### University Academic Organization

Since Chatham's last Middle States review, the university has revised its academic organization. The most significant change has been the reorganization of its schools and colleges. The School of Continuing and Professional Studies, which had as its primary focus the online delivery of Chatham courses, was eliminated in 2023, and the programs under its purview were distributed to the appropriate colleges or schools. While the change was driven by financial considerations discussed elsewhere in this report, it had an important curricular element. Chatham is dedicated to ensuring both rigor and consistency in all its courses regardless of the platform through which they are delivered, and this change unified course creation, evaluation, and assessment procedures. With the closure of SCPS, Chatham maintained the number of schools by establishing the School of Business and Enterprise (SBE) as an independent academic unit in 2024. Finally, to recognize their additional size and complexity, the Schools of Arts and Sciences and the School of Health Sciences were renamed as Colleges effective September 2024.

Summary data on Chatham's current academic units are provided below. The College of Arts and Sciences offers the majority of the undergraduate majors and minors and most of the general education curriculum. The College of Health Sciences continues to represent the majority of the graduate population.

**Table 3.1 Academic Year 2025-26 Summary Data on Enrollment and Curriculum Offerings<sup>1</sup>**

	College of Arts & Sciences	College of Health Sciences	Falk School of Sustainability & Environment	School of Business & Enterprise	Totals
Undergrad enrollment*	612/12	163/124	85/0	170/1	1030/137
Undergrad majors	26	4	3	7	40
Undergrad minors	32	2	3	8	45
Undergrad certificates	7	0	0	0	7
Graduate enrollment*	33/9	439/151	30/7	18/20	520/187
Graduate degrees	4	12	5	1	22
Graduate certificates	0	1	0	3	4

\*Enrollment data are presented in the form: full-time students/part-time students

## Academic Programs

Chatham University tracks student progress using the accrued credits model. Chatham's policy requires the minimum equivalent of fifty minutes of classroom instruction per week per academic credit and a minimum of two hours of out-of-class student work.<sup>2</sup> In some instances (primarily laboratory and studio settings) the total contact time per credit may exceed the minimum. All Chatham courses adhere to the federal standard total learning hours in a semester regardless of the time frame for delivery. All undergraduate degrees require a minimum of 120 credit hours, including forty credit hours originating from the general education program in accordance with the Pennsylvania Department of Education requirements.<sup>3</sup> Chatham policy requires all undergraduate majors to constitute a minimum of thirty-three credits, and minors must be at least fifteen credits. These policies are clearly spelled out in the University Catalog.<sup>4, 5</sup>

The Chatham Faculty Manual<sup>6</sup> establishes two curriculum review standing committees, the Undergraduate Programs Committee (UPC)<sup>7</sup> and the Graduate Programs Committee (GPC).<sup>8</sup> These committees' primary responsibilities are to ensure that all courses offered across departments, schools, and platforms adhere to institutional requirements. The scope of these committees includes the approval of all new classes and programs, and revisions to the general education curriculum, majors, minors, certificates, and graduate degree programs. These committees are the primary means by which coherence and an organized progressive synthesis of learning are standardized within the university.<sup>9</sup> As part of their responsibilities, they are also charged with reviewing the appropriate curricula in the annual course catalog for accuracy and completeness.

In its policies and procedures document, UPC outlines the scope of its review responsibilities (GPC has an equivalent charge):

When the UPC reviews and assesses proposals for substantive change [to a course or program], its considerations include but are not limited to the following:

- Ascertain if the proposal has realistic, consistent, and measurable objectives and appropriate evaluation procedures.
- Ascertain if the level (of a course) is in keeping with the content, objectives, and prerequisites stated in the proposal, and in relationship to other offerings, and in keeping with when the student would normally be expected to take the course.<sup>10</sup>
- Ascertain if the title and catalog description are descriptive of the content and objectives of the proposed course.
- Ascertain if the proposed course results in unnecessary overlap or duplication with existing courses.
- Promote academic excellence and educational opportunity and encourage the use of appropriate standards throughout the curriculum.
- Evaluate any unique aspects of the proposal not covered in the criteria above.<sup>11</sup>

As part of the review of any new major, UPC requires proponents to submit, among other documents, a learning outcomes matrix that demonstrates a clear progression in development and the structured synthesis of information and skills culminating in mastery of the core learning outcomes.<sup>12</sup>

<sup>1</sup> See Evidence: University Catalog, 2025-2026, III.21.a, pp. 74-76 and FA 2025 Greensheet, III.22.b12

<sup>2</sup> MSCHE Standard III, Criterion 1.b.; see Evidence: Credit Hour Policy, III.01.

<sup>3</sup> MSCHE Standard III, Criterion 1.c.

<sup>4</sup> See Evidence: University Catalog, 2025-2026, III.21.a, pp. 33-34.

<sup>5</sup> See Evidence: UPC Policies and Procedures, III.02.1.a.1, p. 3.

<sup>6</sup> See Evidence: Faculty Manual, III.06.a

<sup>7</sup> See Evidence: Faculty Manual, III.06.a, Section 2.5.2.

<sup>8</sup> See Evidence: Faculty Manual, III.06.a, Section 2.5.3.

<sup>9</sup> MSCHE Standard III, Criterion 1.a.

<sup>10</sup> See Evidence: UPC Policies and Procedures, III.02.1.a, p. 3.

<sup>11</sup> See Evidence: UPC Policies and Procedures, III.2.a.1

<sup>12</sup> See Evidence: UPC Policies and Procedures, III.02.a.3

## Specialized Accreditation

In addition to MSCHE accreditation, many of Chatham's graduate programs (and some undergraduate programs) are accredited by external accrediting agencies. These rigorous accreditation reviews

each focus on a particular discipline, and, like MSCHE, provide a mechanism for self-study and outside, independent program evaluation. The table below provides a look at these accredited programs and the dates of their next reaccreditation.

**Table 3.2 Chatham University Externally Accredited Programs**

Program	Effective	Valid Through	Organization
<b>College of Health Sciences</b>			
ELOTD	Dec 2021	2028	Accreditation Council for Occupational Therapy Education (ACOTE)
MPAS	Mar 2024	Mar 2034	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
DPT	Apr 2020	Spring 2030	Commission on Accreditation in Physical Therapy Education (CAPTE)
PsyD	Apr 2022	2031	American Psychological Association (APA)
MSCP	Apr 2017	Apr 2027	Masters in Psychology and Counseling Accreditation Council (MPCAC)
Exercise Sci. (UG)	Jul 2024	2029	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
MSAT	Oct 2021	July 2026	Commission on Accreditation of Athletic Training Education (CAATE)
RN-BSN (UG)	Mar 2019	2029	Commission on Collegiate Nursing Education (CCNE)
MSN	Mar 2019	2029	Commission on Collegiate Nursing Education (CCNE)
DNP	Mar 2019	2029	Commission on Collegiate Nursing Education (CCNE)
<b>College of Arts &amp; Sciences</b>			
Chemistry (UG)	Jan 2024	2029	American Chemical Society (ACS)
Interior Arch. (UG)	Apr 2024	Spring 2030	Council for Interior Design Accreditation (CIDA)
MIA	Apr 2020	Spring 2026	Council for Interior Design Accreditation (CIDA)
Social Work (UG)	Feb 2024	Feb 2031	Council on Social Work Education (CSWE)
MA Teaching	Oct 2021	Spring 2028	Pennsylvania Department of Education Teacher Certification Program (PDE)
<b>School of Business &amp; Enterprise</b>			
(UG) Business	May 2022	Apr 2029	International Accreditation Council for Business Education (IACBE)
MBA	May 2022	Apr 2029	International Accreditation Council for Business Education (IACBE)

## Faculty Credentials & Resources

As demonstrated, in part, by Chatham's student-to-faculty ratio of 10:1,<sup>13</sup> the university deploys an appropriate and sufficient number of faculty who have sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.<sup>14</sup> Chatham's faculty maintain full control over the design, implementation, and maintenance of all academic programs, and constitute the primary guarantors that the academic program reflects and arises out of the university mission.<sup>15</sup> The UPC and GPC outlined above are standing committees governed by the Faculty Manual, with only full-time faculty having voting rights.<sup>16</sup> As part of Chatham's commitment to shared governance, all faculty serving on standing committees are elected by vote of the full faculty.<sup>17</sup> The University Committee endeavors to create a representative balance across programs and departments, but

nominations from the floor are sought before any vote is called. The committees also welcome *ex-officio* participants who help to facilitate the processes and implement the decisions. For example, GPC and UPC routinely have non-voting representatives from the registrar, the library, advising, the dean of students, the provost, and admissions.

Chatham's Faculty Manual defines professional standards of rank.<sup>18</sup> All positions of instructor or higher require the appropriate terminal degree or professional certification as defined by the discipline.<sup>19</sup> Data taken from Chatham's common data set publications indicate that over the past five academic years, the percentage of full-time faculty with terminal degrees has ranged from 90% to 93%.

<sup>13</sup> MSCHE Standard III, Criterion 2.c; see Evidence: CDS IPEDS 20-24 Student:Faculty ratios, III.12.

<sup>14</sup> See Evidence: Faculty Manual, III.06.a

<sup>15</sup> MSCHE Standard III, Criterion 2.a.

<sup>16</sup> Full-time faculty members have an appointment at the rank of assistant professor or higher; the criteria for this are covered later in this report.

<sup>17</sup> See Evidence: Faculty Manual, III.06.a, Section 2.5.

<sup>18</sup> MSCHE Standard III, Criterion 2.b; see Faculty Manual, III.06.a, Section 3.1.4.

<sup>19</sup> See Faculty Manual, III.06.a, Section 3.1.4(f).

**Table 3.3 Percentage of Faculty with Terminal Degrees**

Academic year	Total FT faculty	% with terminal degree	Total PT faculty	% with terminal degree
2024-25	130	90%	300	65%
2023-24	135	93%	214	64%
2022-23	139	91%	214	65%
2021-22	130	92%	214	45%
2020-21	131	92%	203	43%
2019-20	128	90%	218	59%

New Chatham faculty members receive a startup package of approximately \$5,000 that can be invested at their discretion over a period of up to two years to cover equipment technology resources and/or academic travel. All Chatham faculty also have access to travel funds to support participation in regional and national conferences. Historically, Chatham has provided faculty members with a maximum of \$1,500 per year to cover the costs of presenting their academic work in peer-reviewed forums. In recent years, access to travel funds was restricted to \$500 per faculty by overarching fiscal restraints, but over the past fiscal year, deans advocated for increases and have restructured the colleges' professional development resources to provide more support for faculty doing research and going to conferences. Continuing to expand the university's capacity to adequately support faculty travel is a high priority for the administration.

The university continues to support and encourage faculty scholarship in additional ways. Even as school and college budgets have tightened, Chatham maintains its ability to award competitive endowed internal research funds and recognizes exemplary faculty performance through the Buhl Professorship, the Jane Burger Award, and the Irene Heinz Given Professorship.<sup>20</sup> Additionally, several funds exist to support students engaged in collaborative research with faculty.

An essential source of support for faculty seeking support for their professional growth and development is the Research and Sabbatical Committee (RSC). The RSC is responsible for primary review of faculty applications for sabbatical and for internal research funding. The committee then makes recommendations to the provost/vice president of Academic Affairs for approval of applications for sabbatical and for specific distribution of research funding. This committee consists of five faculty members with tenure who represent all of the colleges and schools where feasible. These committee members are appointed for staggered, three-year terms, and meet no fewer than twice per academic year, but more often as warranted. It is notable that even in the midst of fiscal constraints of the past few years, faculty have continued to have access to research money and sabbatical leave support.<sup>21</sup>

In 2023, Chatham established the Office of Research and Sponsored Programs (ORSP) with the specific intention of supporting the faculty

pursuing and administering externally funded grants. In the 2024-2025 academic year, Chatham had thirty-five funded grants totaling \$12,184,000. To further incentivize faculty to pursue such funding, the administration returns 50% of available institutional overhead from these grants to the principal investigator (35%) and their dean (15%). This funding can be used at their discretion to further deepen Chatham's research enterprise and invest in staff and equipment to expand innovative research opportunities.

Chatham's Faculty Technology Fellows (FTF) program is a longstanding program coordinated through the Office of Academic Affairs and the Office of Instructional Technology. The primary mission of the FTF program is to empower faculty in their use of technology to enhance teaching, increase student engagement, and advance scholarship. Established in 2010, fifteen cohorts totaling 104 faculty members have participated in this two-year commitment aimed at strengthening the seamless integration of effective technologies into the classroom and providing the faculty member with the tools to streamline and accelerate their research. For many participants, it also sparks new interest in educational pedagogy.<sup>22</sup> While most of the benefits of the FTF are obvious, mentoring a core group of faculty who are excited and invested in technology also has ancillary benefits. For example, when Chatham faculty had only four days to move all their courses to a virtual environment because of COVID, the deep knowledge base, comfort with technology, and *in-situ* faculty mentoring system made this transition at Chatham impressively smooth. More broadly, the Office of Instructional Technology supports faculty development in many ways. For example, that office partnered with the Office of Student Success in April of 2025 to host an all-day conference on both the challenges and new opportunities artificial intelligence is bringing to the modern classroom.

In academic year 2023-24, Chatham reintroduced tenure, supplanting the university's capstone-contract system employed since 2005. Faculty members holding capstone appointments were automatically granted tenure, and those on probationary contracts were transitioned to tenure-track. Recognizing the high teaching and scholarship standards already used in the capstone review process, the criteria to achieve tenure were not altered, however the scope of institutional definitions of scholarship was expanded to include elements of professional practice and the translation of knowledge to the community and society.

All full-time faculty members, regardless of tenure status, are required to complete annual evaluations<sup>23</sup>, and students are asked to complete course reviews in every course.<sup>24</sup> In addition, pre-tenure faculty members undergo a dean's review during their second year of employment, and review by the Faculty Review Committee<sup>25</sup> in their fourth year, and in their seventh year before tenure and promotion to the rank of associate professor. Under Chatham's tenure policy, tenured faculty members must demonstrate their continued academic performance and commitment to the institution on their annual reports; a process exists for the review and possible termination of tenured faculty members for failure to uphold these standards.<sup>26</sup>

<sup>20</sup> See Evidence: III.09.c1, III.09.c2

<sup>21</sup> MSCHE Standard III, Criterion 2.d; see Evidence: Faculty Manual, III.06.a, Section 3.2.3.

<sup>22</sup> For more details on the FTF and a few of the recent publications arising from it, see Evidence: Faculty Technology Fellows, III.20.g-k.

<sup>23</sup> MSCHE Standard III, Criterion 2.e; see Evidence: Annual Faculty Evaluation Form, III.13.a.

<sup>24</sup> See Evidence: Course Evaluations, III.15.

<sup>25</sup> See Evidence: Faculty Manual, III.06.a section 3.6.

<sup>26</sup> See Evidence: Faculty Manual, III.06.a sections 3.9.1 and 3.9.3b.

Student Degree Progression

Chatham's annual academic catalog<sup>27</sup> is the primary official publication in which degree and program requirements, including total credits, general education expectations (for undergraduates), and the specific requirements for undergraduate majors and graduate programs are clearly identified.<sup>28</sup>

Advising

Each Chatham student is assigned an individual academic advisor to assist them in planning an efficient and efficacious route to graduation. Graduate students receive advising services from full-time faculty within the individual graduate program. Full-time, first-year undergraduates at Chatham begin their academic journey working with a member of the staff academic advising team within the Office of Student Success. These advisors ensure that the information and skills required by new students are disseminated in an efficient and consistent way. Launched in the fall of 2024, this advising model has proven popular with Chatham's students and has received high satisfaction scores in the initial assessment.<sup>29</sup>

Beginning with the spring semester of the first year, undergraduate students are strongly encouraged to select a major and then transition to an academic advisor within or closely aligned to their chosen discipline. These advisors continue guiding students towards graduation while also supporting and encouraging their career exploration. Student satisfaction surveys are conducted each spring to ensure that the quality of the advising is consistently high. While strong faculty-student interactions are a hallmark of a Chatham education, it is also easy for a student to switch academic advisors if they elect to change majors or simply do not mesh well with their initial advisor. The academic advising process is structured to ensure that students get the information they need to plan their schedules. For example, undergraduate students must meet (in-person or virtually) with an advisor each semester before they are able to register for more classes.

In addition to academic advising, Chatham's my.Chatham intranet maintains an Academic Resources site that is a trove of useful planning documents, including checklists for the completion of individual majors and general education requirements, minors, and certificates. It also offers model four-year completion guides for majors and specialized instructions for students in integrated degree programs.<sup>30</sup> These are used extensively by students and their advisors to track their progress towards degree completion.

Program Health Files

The Executive Director of Institutional Research and Effectiveness (EDIRE) compiles annual Program Health Files as part of the regular program review at Chatham. These reports are useful in academic programs' tracking of trends in such metrics as student enrollment and progress towards graduation as indicators of program effectiveness.<sup>31</sup> The reports aggregate data based on a student's major or graduate program, and generate trend analyses both in data tables and graphical formats. Below, these charts provide an example of Program Health File graphical data for the undergraduate psychology program.

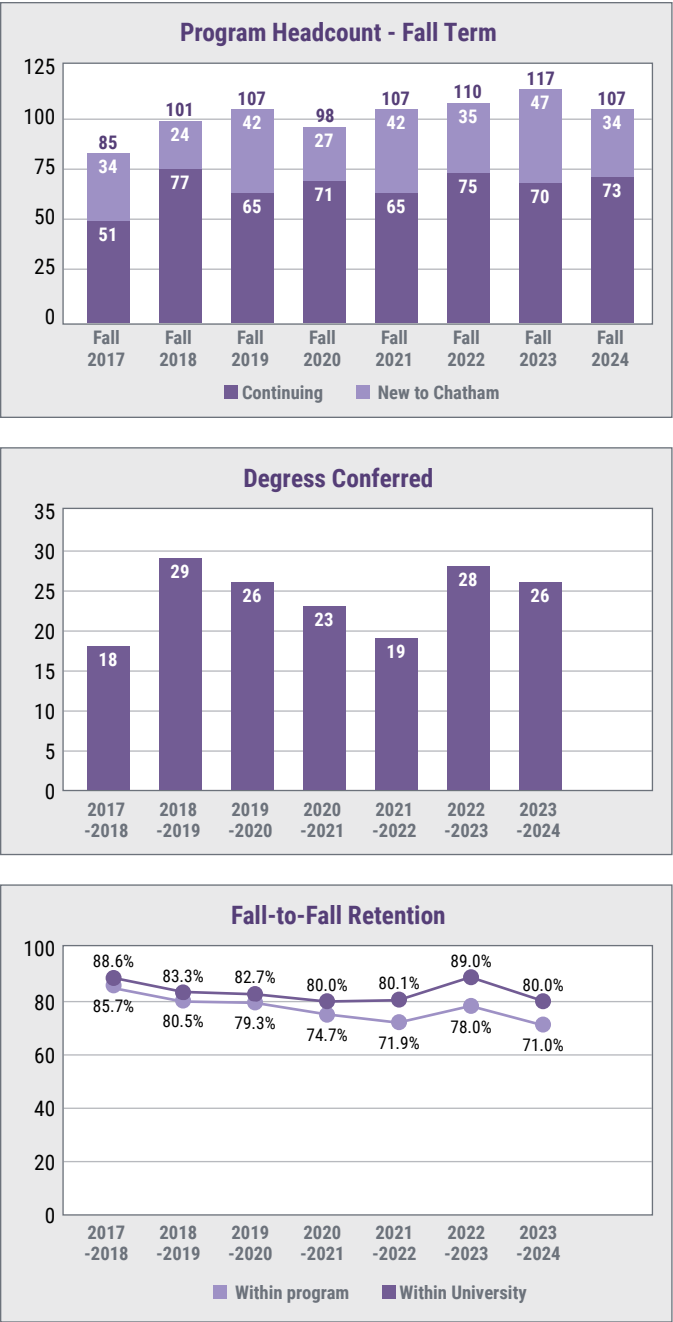


Figure 3.1 Program Health Data for BA Psychology Major Fall 2017-Fall 2024

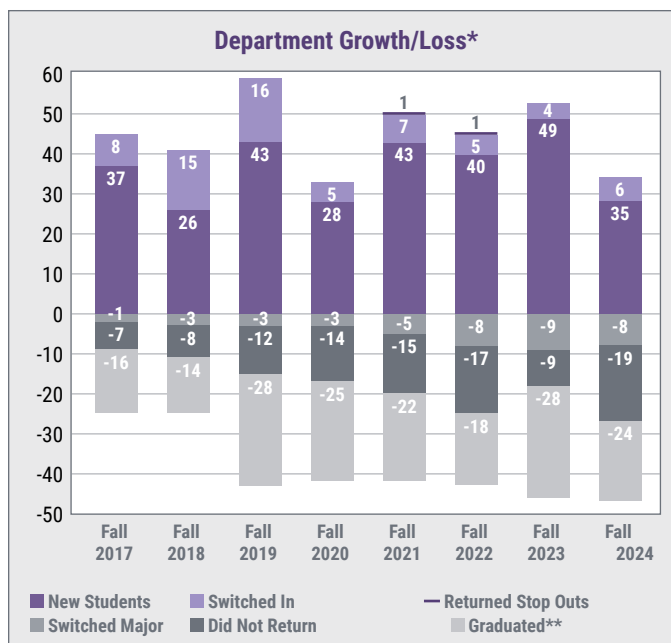
27 MSCHE Standard III, Criterion 3; in Chapter 2 of this self-study, see UPC and GPC responsibilities for assuring accuracy and completeness of program descriptions in the university catalog. Also, see Evidence: Chatham University Catalogs, III.21.

28 MSCHE Standard III, Criterion 4.

29 See Evidence: Academic Success Center McClure Grant Report, III.23.b.

30 See Evidence: Advising Checklists, III.23 c-g for examples.

31 See Evidence: Program Health File Samples, 2020 and 2024, III.16.b-c.



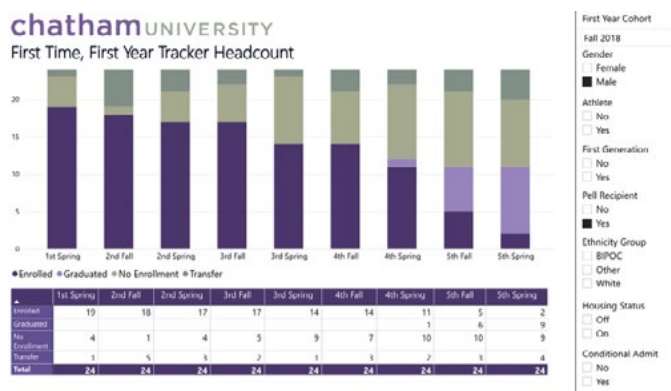
\*Compared to previous fall

\*\* Includes IDP students completing their bachelors and transitioning into graduate programming

**Figure 3.1** Program Health Data for BA Psychology Major  
Fall 2017-Fall 2024 (continued)

In 2024, Chatham created a new interactive dashboard using Power BI that allows the university community to disaggregate student data much more extensively. Power BI provided the university with renewed ability to analyze factors crucial to institutional success. This table illustrates the data assessing progress to graduation for Pell-eligible male students who matriculated in the fall of 2018. The Power BI dashboard displays various categories of disaggregation as raw headcount or as percentages.

**Table 3.4** Example of Interactive Dashboard using Power BI



To demonstrate the ways these data are being used, below is the results of an internal analysis investigating the correlation between participation in NCAA sports, year-over-year retention rates, and five-year graduation outcomes spanning all available data and focusing on the at-risk demographics of first generation students, Pell-eligible students, and BIPOC-identifying students. At Chatham, students who

participate in D-III NCAA sports programs have five-year graduation rates 15-20% higher than their comparison-group colleagues who were not members of these teams.

**Table 3.5** Internal Analysis Using Interactive Dashboard Data

Cohort analyzed (n)	Enrolled 2 <sup>nd</sup> FA	Enrolled 3 <sup>rd</sup> FA	Graduated 5 <sup>th</sup> SP
Female (1005)	80.3%	72.7%	64.1%
Female NCAA athlete (281)	85.5%	78.7%	73.0%
Female non-athlete (724)	78.4%	69.7%	60.6%
Female, athlete, first Gen (55)	84.2%	75.3%	70.9%
Female, non-athlete, first Gen (160)	73.4%	57.8%	48.8%
Female, athlete, Pell eligible (85)	85.2%	78.2%	75.3%
Female, non-athlete, Pell eligible (293)	75.2%	68.3%	57.7%
Female, athlete, BIPOC (32)	78.0%	69.4%	71.9%
Female, non-athlete, BIPOC (124)	77.6%	69.1%	50.8%

Cohort analyzed	Enrolled 2 <sup>nd</sup> FA	Enrolled 3 <sup>rd</sup> FA	Graduated 5 <sup>th</sup> SP
Male (368)	76.7%	67.6%	51.4%
Male NCAA athlete (213)	79.1%	69.0%	58.7%
Male non-athlete (155)	73.0%	65.4%	41.3%
Male, athlete, First Gen (36)	80.7%	68.0%	58.3%
Male, non-athlete, First Gen (36)	71.4%	59.6%	38.9%
Male, athlete, Pell eligible (47)	76.3%	63.6%	48.9%
Male, non-athlete, Pell eligible (63)	74.2%	62.8%	33.3%
Male, athlete, BIPOC (42)	68.9%	59.0%	42.9%
Male, non-athlete, BIPOC (41)	63.3%	54.2%	31.7%

## Resources for Students

As noted above, Chatham has developed new advising processes and technical solutions intended to assist students and inform the institution's decision-making processes. These are complimented by other student-facing resources, such as the Jennie King Mellon Library and instructional technology, intended to facilitate the student learning experience.<sup>32</sup>

## The Jennie King Mellon Library

The Jennie King Mellon library is Chatham University's sole library, serving the university's three locations. Librarians broadly serve Chatham's mission by providing information resources and services to educate and support all Chatham student, faculty and staff information needs.

Until August 2023, library staff consisted of six full-time and seven part-time librarians. Two part-time positions were dedicated to technical services and interlibrary loan processing and were not responsible for maintaining reference/circulation services and library operating hours. The university reorganization and reduction in force in 2023 (noted

<sup>32</sup> MSCHE Standard III, Criterion 4.



in Chapter 1 as a budget-reduction effort) eliminated two full-time positions (the library director and archivist, and the reference associate), and three part-time positions. As a result of the library staff reduction, physical access to the University Archives and Special Collections was closed, and all inquiries regarding those resources are directed to digital collections. The staff changes also necessitated an initial reduction in library building hours from a seven-day, ninety-hour schedule to a six-day, 71.5-hour schedule in fall 2023. One part-time reference associate position was reinstated, allowing restoration of a seven-day operating schedule in spring 2024. The JKM Library is now open seven days a week during the fall and spring semesters for a total of 80.5 hours per week.<sup>33</sup>

The JKM Library's combined reference and circulation service desk is staffed during all building operating hours. While the desk serves in-person inquiries, reference questions and research consultations are also available through the library's chat service, email, or video conferencing tools. Various study and meeting preferences are fulfilled with designated group and quiet study floors. Eleven individual and ten group study rooms can be reserved and are extremely popular for focused study, and open-area seating has also seen an increase in student use over the past five years. The 24/7 computer lab and study space is accessible with a valid Chatham ID. The library also houses two classrooms, two computer labs, the Office of Academic and Accessibility Resources, and the Immersive Media program's faculty offices, lounge, and technical classroom. These areas are subject to the building's operating schedule but are managed by their respective departments. Library staff conduct space-use studies during the academic year to assess the use of various spaces within the building. These studies indicate which areas in the building see the most use and staff respond by rearranging furniture as needed to accommodate the most popular areas, while sharing space assessment details with appropriate university administrators for future space planning.

Total library holdings include print books, journals, physical media, and subscriptions to sixty-six databases that provide 24/7 access to eBooks, eJournals, and streaming media regardless of physical location.<sup>34</sup> Supplementing the library's print and electronic collections are

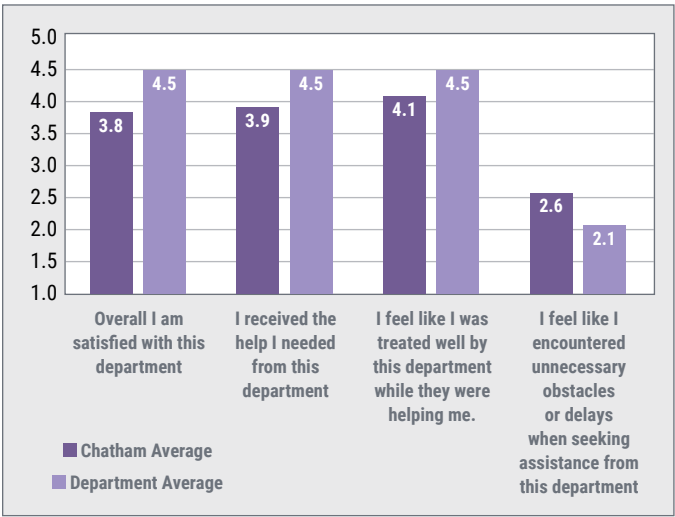
interlibrary loan services EZBorrow and ILLIAD. EZBorrow is provided through the library's membership in the Partnership for Academic Library Collaboration and Innovation (PALCI) consortium and provides the Chatham community a way to request print books not held by the JKM Library from more than seventy PALCI member libraries. Books that are requested by patrons through the EZBorrow interface are delivered to the JKM Library. ILLIAD fulfills requests for books, book chapters, journal articles, government documents, and multimedia. Whenever possible, ILLIAD requests are filled electronically. In 2019, the library invested in Rapid ILL, an integration into the ILLIAD system that expedites interlibrary loan requests. Rapid ILL decreased fulfillment time for electronic deliverables from an average of three business days to ten hours. Students, faculty, and staff residing more than ten miles away from the Shadyside Campus can use the library's "Mail to Home" service to have physical items shipped to their residences.<sup>35</sup>

**Table 3.6 Library Collections as of 2023-2024**

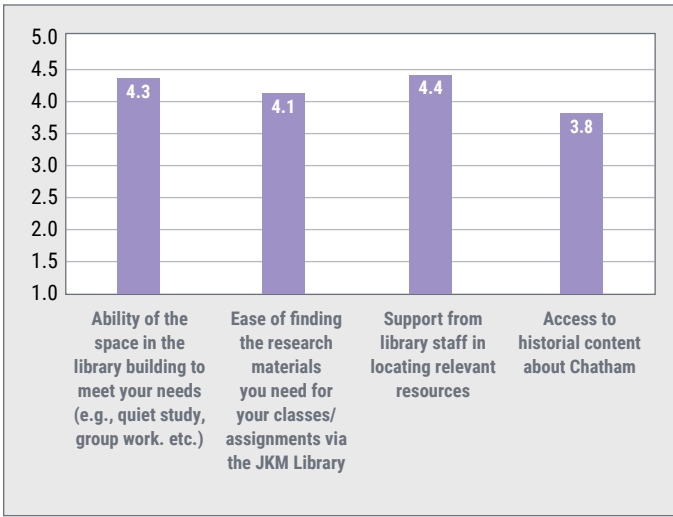
<b>Subscription periodical databases</b>	<b>78</b>
<b>Print and eJournals</b>	<b>80,241</b>
<b>eBooks</b>	<b>665,000</b>
<b>Print books</b>	<b>81,145</b>
<b>Streaming media</b>	<b>96,638</b>

Library resource use is reviewed annually to ensure cost effective investments in databases and other resources. Database use is measured using the Counter Code, a standardized reporting system allowing comparable metrics across vendor platforms. Librarians consult with faculty when resource use is low comparable to price to discuss strategies to bolster use, or alternative resources that better complement changing curricular needs.

Four full time librarians are credentialed with the MLIS degree and partner with faculty to provide synchronous and asynchronous instruction including, but not limited to, effective use of library resources, crafting search strategies, evaluating information, and



**Figure 3.2 Student Satisfaction Survey – Library Results, Undergraduate Students**



<sup>33</sup> See Evidence: JKM Library Information, III.29-35.

<sup>34</sup> See Evidence: Library IPEDS, III.29-30.

<sup>35</sup> See Evidence: Library IPEDS, III.29-30.

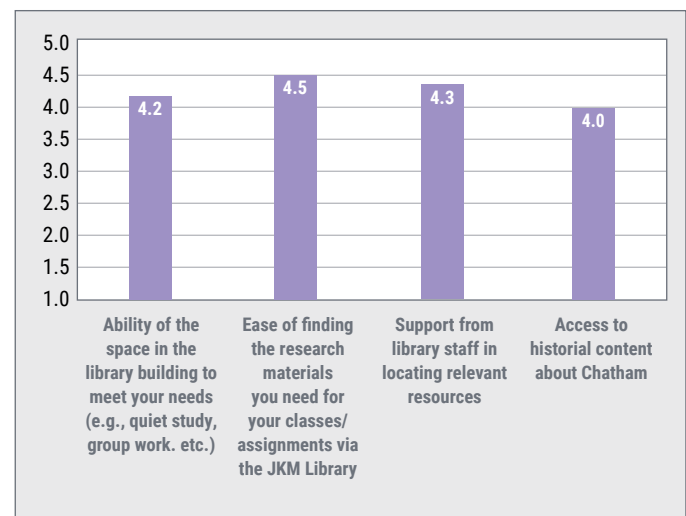
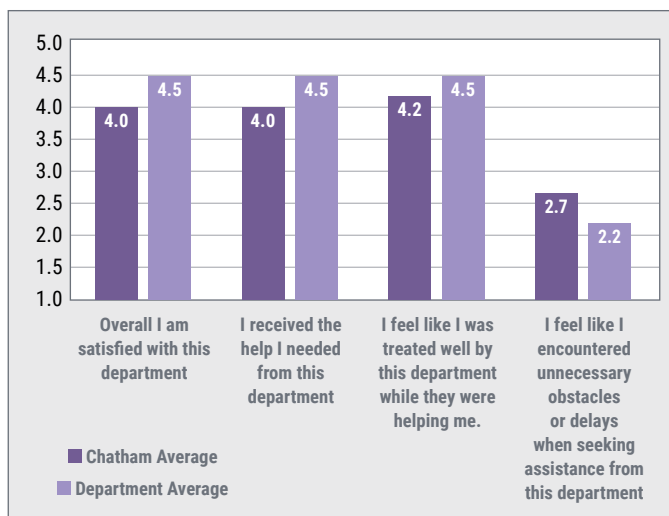


Figure 3.3 Student Satisfaction Survey – Library Results, Graduate Students

research management.<sup>36</sup> The Personal Librarian program continues with all incoming first-year students assigned a librarian. Emails are sent monthly highlighting library resources, services, and events with the intent of making students comfortable with contacting librarians and generally having a point of contact for common questions, whether library focused or not. At the conclusion of the first year, students are sent the contact information of their subject liaison librarian. The long-standing collaboration with the ENG105 first year class has continued, with librarians adjusting what specific skills are taught during the library instruction session. Since this class shares a common syllabus with the same deadlines for each section, librarians must be efficient with how the library sessions are conducted for the ENG105 sections. Before the librarian-led instruction, students review the ENG105 guide that provides an overview of core library resource searching skills. The in-class session concentrates on source evaluation and hands-on demonstration of content covered in the guide.

The entirety of library instruction covers the depth and breadth of Chatham's academic offerings with librarians leading instruction sessions in undergraduate and graduate classes. Instruction is supplemented by eighty-three librarian-created online subject guides and instructional videos. The guides are integrated in the Brightspace learning management system (LMS) to facilitate ease of access for students, and faculty can request course specific subject guides be made to complement library instruction sessions. Additionally, librarians have encouraged students, to great success over the past five years, to schedule individual research consultations with a librarian for focused individual assistance. Consultations are available for all faculty and students across undergraduate and graduate programs and offered in person or through video conferencing applications.<sup>37</sup>

When COVID-19 closed campus in March 2020, librarians were well equipped to quickly and effectively pivot to providing essential services virtually. The majority of the library's collections had been e-resource based for several years prior to 2020 and while some library instruction and research consultations were conducted virtually before the pandemic and were mainly focused on distance education programs, COVID closings required these services to be conducted fully online for the 2020-21 academic year.

Beyond housing collections and providing study areas, the library also serves as a vital third space for enhancing the student experience. Librarians create an environment that fosters intellectual engagement outside traditional classrooms, hosting popular events like the Edible Books Festival and Craft Your Cares Away series in collaboration with Chatham Student Government. These efforts resonate across campus with students, faculty, and staff participation. Additionally, the library is a highly sought workplace by students seeking on-campus employment. While student employees fulfill traditional library service roles in circulation and processing EZBorrow requests, librarians strive to make their library employment experience complement their academic and personal interests. Interior Architecture students have assisted with new floor plans and furniture placement based on space use studies. Data Science students have aggregated library gate counts with comparative analysis to space use data. Students across various majors have assisted with the library's marketing and social media posts. All of this has contributed to the JKM Library consistently ranking the highest in the biannually administered student satisfaction survey. Students have noted being very satisfied or satisfied with the library's services and librarian support in helping to find resources. While students are satisfied overall with library space, recent feedback identifies the need to expand specific study spaces and make general improvements and updates to the building.

#### Tech Investment: Instructional Technology

Information Technology Services maintains and addresses classroom upgrades by need. Equipment is managed by the Technical Services and audio-visual staff based on classroom configuration and the age of the technology in place. Ongoing assessment of the health and performance of our current capacity is paired with annual planning exercises to ensure our instructional technology matches the needs of our students and our faculty in a fiscally responsible way.

#### Distance Education

The 2023 elimination of the School for Continuing and Professional Studies, which had purview over the university's online programs, is discussed earlier in this chapter. It has a major impact on oversight of Chatham's online/distance education. With the elimination of the school, the administration of the university's online courses and programs

<sup>36</sup> See Evidence: Library Teaching Support, III.33.

<sup>37</sup> See Evidence: Library Teaching Support, III.28

transferred to the appropriate home departments. Chatham University maintains its website as a repository of information about Chatham's online programs at both the undergraduate and the graduate level. While the university offers a number of online classes each semester, the only undergraduate program that Chatham offers solely online is the RN-BSN program. At the graduate level, seven programs are offered online. Chatham's LMS, Brightspace by D2L, provides students opportunities to participate in interactive class discussions, post responses to readings and course ideas, and submit assignments and papers electronically. D2L offers 24/7 email, phone, and chat support to students.

### Online Student Support

Fully online students receive the same academic support and student support services that in-person/on-ground students receive at Chatham. All students can access online tutoring and accommodations through OAAR, and arrange for online faculty meetings and faculty office hours.<sup>38</sup>

### General Education

Chatham University offers a robust, forty-credit general education curriculum. Chatham University's general education curriculum is intentionally planned and coherently arranged to reinforce essential perspectives and abilities among students who complete it on their way to graduation. The Chatham Catalog articulates the specific skills cultivated throughout the curriculum, including:

- Cross-disciplinary understanding as a foundation for collaborative work and community engagement;<sup>39</sup>
- The intellectual habits of writing, oral communication, and information literacy;<sup>40</sup>
- Knowledge of diversity, equity, and inclusion as they relate to the unique lived experience of individuals and their social identities;
- Knowledge of the natural environment, the principles of sustainability, and our place in global ecosystems;
- A general understanding of and appreciation for international places, cultures, arts, and people that enrich our lives; and;
- Acquisition of the characteristics to be an informed and engaged citizen, including preparation for the workplace and the skills necessary to be a life-long learner.<sup>41</sup>

**Table 3.7 General Education Requirements**

#### General Education Requirements 2024-2025 Advising Checklist

<b>B. GENERAL EDUCATION: 22 credits in breadth + 9 depth + 9 Mission = 40 minimum total Gen Ed credits. No more than two courses may be used to satisfy requirements in both Gen Ed and the major. Any number of courses from the minor can apply to Gen Ed requirements. No course can be used to fulfill more than one "GEN ED" requirement (Breadth, Depth, and Mission). With UPC approval, major programs may designate specific courses.</b>			
<b>GEN ED BREADTH:</b>			
Course	Title	Credits	Comments
ENG105	First-Year Writing	3	Basic Principles of Composition or English Composition courses are transferable.
Arts		3	Arts (ART, MUS, FDT, THT, DAN, MUA or cross-listed with courses in these categories)
Hum.		3	Humanities (CST, ELI, ENG, PHI, WST/WGS, LNG) ENG102 and other basic composition courses are excluded. ELI limited to ELP students
Soc. Sci.		3	Social Sciences (ECN, HIS, POL, PSY, CRM, SWK, SSC)
Science		3	Science (with corresponding lab below) (BIO, CHM, PHY, ENV, EXS, SUS)
Science Lab		1	Science Lab (BIO, CHM, PHY, ENV, EXS, SUS)
Math/Stats		3/4	Quantitative Reasoning: Courses in statistics, college algebra or above are transferable.
SDE101	Strategies for Success in College	1	Transfer students who have completed at least 1 semester of college with 12 or more credits are exempt. Gateway Students are exempt.
WEL		1	Wellness requirement: All courses that have received WEL designation approved by UPC May be completed by one, 2-credit course
WEL		1	
<b>GEN ED DEPTH: 9 credits @ 200-level or above Excludes courses in major field of study (overlap with minor or second major is allowed)</b>			
Elective		3	
Elective		3	
Elective		3	
<b>GEN ED MISSION COURSES: 9 credits: 3 credits minimum in each of 3 Missions</b>			
SEE		3	Sustainability and the Environment
GBL		3	Global and International
EGR		3	Engagement and Responsibility

Each of the major categories of courses in the general education curriculum include specific student learning outcomes. Courses considered for inclusion in the general education curriculum must verify that they address the outcomes appropriate to the category within which the course is established, including: Oral Communication; Information Literacy; Quantitative Reasoning; Wellness; Professional Preparation; an array of Breadth courses from the following disciplinary categories, intended to cultivate a variety of ways of knowing in Art, Humanities, and Social Sciences; Depth courses intended to cultivate deeper understanding of ways of knowing outside of the student's area of major concentration; and, of central importance, Mission Related Courses that emphasize the three primary themes of the Chatham University mission: Engagement and Responsibility, Global and International, and Sustainability and the Environment.

Courses considered for inclusion in the general education curriculum must comply with requirements established by the UPC.<sup>42</sup> The UPC examines course proposals for specific learning objectives to be included on syllabi if courses are to receive general education designations (EGR-Engagement and Responsibility, SEE-Sustainability and Environment, GBL-Global and International, PRO-Professional Preparation, WEL-Wellness, W-Writing Intensive, or QUANT-Quantitative). For courses proposed for inclusion in the Breadth categories and Depth courses, the committee does not review syllabi for the inclusion of specific learning outcomes, but the signatory responsibilities of department chairs, program directors, and deans attest that the courses are appropriate for and comply with the goals and intent of the general education curriculum.

<sup>38</sup> For a complete listing of student resources and amenities, see *Evidence: Student Handbook*, IV.08.a., pp. 27-40.

<sup>39</sup> See *Evidence: General Education Curriculum in University Catalog*, III.43.a

<sup>40</sup> MSCH E Standard III, Criterion 5.b; see *Evidence: General Education Curriculum in University Catalog*, III.43.a

<sup>41</sup> MSCH E Standard III, Criterion 5.a.; see *Evidence: General Education Curriculum in University Catalog*, III.43.a.

<sup>42</sup> See *Evidence: UPC General Education forms*, III.02.a.3.

In 2023-2024, a faculty-led *ad hoc* committee was established to review the current general education program and to make recommendations. The committee concluded that the current gen ed curriculum structure was generally sound, and that making some changes to bolster the focus areas they had identified would be sufficient. The committee completed the review phase of its work in the spring of 2025, and in April 2025 the full faculty voted to enact these changes that will take effect in academic year 2026-2027:

- Mission-themed courses: Effective fall 2026 Chatham will add a fourth mission-themed course requirement. To be fully defined in the 2025-26 year, this new mission focus will apply to courses that teach concepts and skills relating to creating communities and organizations that embrace a wide range of identities, backgrounds and viewpoints.
- Depth courses: To balance the addition of a fourth mission requirement, the total credits required in the depth category will drop from nine to six.
- Oral communication: Effective fall 2026, students will be required to complete an oral presentations course (a P course) as part of their major.
- Technological Competency: A new one-credit online asynchronous course will be required of all students during their first year at Chatham.
- Information technology: All students must continue to complete at least six credits of writing competence (W courses) within their majors.
- Internships: The Gen Ed committee also recommended broadening of the variety of internship experiences the university accepts, and to rebrand them as "Applied & Pre-Professional Learning Experiences."

### Professionally Relevant Scholarship

The Chatham faculty manual explicitly states that,

Chatham University values scholarly and creative activity because it contributes to a richer learning environment. . . . Student involvement in this process, when feasible, enhances their educational experience and reinforces the culture of the University, which values faculty student collaboration.<sup>43</sup>

Because the Chatham tenure standards encompass a broad scope of endeavors, all full-time faculty members are explicitly encouraged to engage students in their scholarly work. Consequently, Chatham is very proud of the deep immersion in research for all students, whether at the undergraduate or the graduate level.

Chatham's graduate programs offer doctoral-level accredited programs in nursing (DNP), counseling psychology (PsyD), physical therapy (DPT) and occupational therapy (OTD offers both entry-level and post-professional cohorts). The DNP program threads critical analysis and self-reflection throughout its curriculum. All students are required to create an evidence-based quality improvement project (the DNP project) with guidance from course faculty. Additional resources are provided to mentor students in the broader dissemination of their work if they elect to pursue it. In physical therapy, all students participate in problem-based learning which facilitates critical thinking about patient cases in

the clinical courses. Prior to graduation, PT students must participate either as a research assistant with a PT faculty member working on their own scholarship, or they complete a systematic review of the literature on a given research question under the guidance of a faculty member. Both options culminate in a final product presented before graduation; students in the research assistantship option also often have the opportunity to disseminate their work at regional or national conferences.<sup>44</sup>

Chatham's masters-level programs include athletic training, biomedical studies, business administration, counseling psychology, creative writing, food studies, interior architecture, nursing, physician assistant studies, and sustainability. In all these programs, students are encouraged to engage in scholarship, either within the research umbrella of a supervising faculty member or through independent thesis or capstone projects. Research is not a mandatory part of these programs.

### Third-Party Providers

Prior to the 2025-2026 academic year, Chatham participated in two consortia of academic institutions. Locally, Chatham is an active member of the Pittsburgh Council on Higher Education (PCHE), which is a voluntary consortium of ten MSCHE-accredited institutions in the Pittsburgh area in which member institutions enjoy cross-registration agreements to share courses, collaboration on Title IX issues, and other regional initiatives. At the national level, Chatham participates in the Online Course exchange of Independent Colleges and Universities (OCICU), a collaborative exchange environment that provides course-sharing and collaborative billing relationships.

Beginning in fall 2025, the university launched a pilot engagement with Rize Education. As with all educational partners, Chatham has created and shared general policies on interaction with third-party providers that clearly outlines the university's primary responsibility for ensuring the quality, ethics, integrity, and transparency of all activities conducted in its name, including services and educational programming delivered by third-party providers.<sup>45</sup> Chatham's partnership with Rize was entered into after an extensive value analysis on the viability of opening new tracks, Business Analytics and Finance, in the MBA program. Both the new tracks and the individual courses to be offered via Rize were vetted by GPC and approved by a vote of the full faculty.<sup>46</sup>

Following extensive discussion at the faculty meeting of April 2025, the School of Business and Enterprise was approved to integrate Rize courses into its undergraduate offerings as well, on a three-year trial basis. At the conclusion of the three-year trial period SBE will present an assessment of the impact of Rize courses to UPC, which will review it and bring it before the full faculty for another vote on whether to continue to use this third-party provider in support of curricular offerings.

### Academic Excellence and Fiscal Responsibility

Chatham University recognizes the centrality of effective program outcomes assessment to the fundamental priority of assuring that all programs at the university are of the highest quality, that they are responsive to the market into which the university sends its graduates as the next generation of leaders, and that they regularly commit to thorough assessment with an eye toward continual improvement. For

<sup>43</sup> See Evidence: Faculty Manual, III.06.a, section 3.9.4.

<sup>44</sup> MSCHE Standard III, Criterion 6.

<sup>45</sup> See Evidence: Rize, III.51-56.

<sup>46</sup> MSCHE Standard III, Criterion 7; see Evidence: Faculty Vote, April 2025, III.51-56.d. For written agreement, see Evidence: III.53.a and b.

more on Chatham's program assessment processes, see Chapter 5, "Educational Effectiveness Assessment."

As an essential element of assuring that the programs offered by the university remain responsive to market conditions, the university subjects its programs and practices to regular self-analysis. Chatham is not immune from the changing market pressures experienced by all of academia. Acknowledging this, the Middle States self-study process provided the institution an opportunity to articulate the mechanisms by which Chatham balances tradition, academic rigor, adherence to mission, and sustainable delivery. In the course of this MSCHE self-study process, the Chatham university community has highlighted its ongoing process of review and adaptation accelerated by the recent budgetary shifts. Highlighted here are some of the key examples of Chatham's efforts to achieve the goal of relentlessly pursuing academic excellence and working to assure fiscal responsibility and market responsiveness:

- Programs placed on hiatus: When program data demonstrate that a program is experiencing enrollment decreases, and program faculty need to take a step back and reassess the perceived sources of enrollment declines, the program is placed on "hiatus." This status stops enrollment of incoming students while the program refocuses itself on addressing those issues. An example includes the Master of Fine Arts in Creative Writing program (MFACW), which was placed on hiatus in 2024-2025 to allow time to review and revise the program. The result of this review was a renewed curriculum, innovative partnerships with organizations such as Frank Lloyd Wright's Fallingwater, and a revised pricing structure based on a low-residency model. This program will undergo a program review after two years to assess its long-term viability.
- New pricing strategies and curricula: Program leaders and deans, in collaboration with the provost and the vice president for Marketing and Communications, regularly review the impact of pricing structures and credit loads on program enrollment. When analysis reveals that Chatham programs are losing a competitive edge due to program costs or program credit loads, new pricing strategies and curricular reform are considered. An example is the Master of Business Administration program. Before the pricing analysis, the 36-credit MBA was priced at \$942/credit (totaling \$33,912). Following thorough analysis, the curriculum was optimized at 30 credits, and the price-per-credit was reduced to \$575/credit (totaling \$17,250). The program has experienced a significant increase in deposits and enrollment as a result. Other programs are undergoing similar analyses.
- Renewed IDP Guarantee: For several years, the university has offered Integrated Degree Programs (IDP) that provided expedited paths from undergraduate degrees to graduate programs. When enrollments dipped in 2024 in programs that provide the undergraduate foundations for the IDP graduate programs, the university re-examined the nature of the "guarantee." The guarantee shifted from a guaranteed interview to guaranteed admission (provided candidates meet all program entry requirements). Various programs adjusted their undergraduate curricula to better prepare students to face the rigors of graduate studies. The College of Health Sciences, for instance, has planned to offer new undergraduate courses to prepare students for professional program interviews and job success. The revised guarantee will roll out fully in 2026, so the full effectiveness of this shift is yet to

be realized. But this demonstrates the university's commitment to student success and market responsiveness from the undergraduate through the graduate level.

---

## Summary Determination

Chatham University is in full compliance with MSCHE Standard III. The university provides rigorous, coherent, and mission-aligned academic programs across all levels and modalities. In addition to MSCHE's periodic accreditation reviews, Chatham's individually accredited programs are regularly reviewed by specialized accreditation bodies. These self-studies are supplemented by continuous assessment of the effectiveness of student learning experiences, ongoing program review, shared governance processes, market and fiscal viability analyses, and faculty-led assessment to ensure continuous improvement.

## Strengths, Areas of Opportunity, and Recommendations

### Strengths

#### The Faculty

Chatham has a strong and robust full-time faculty who are experts in their fields and in full control of the curriculum. The Undergraduate and Graduate Program Committees described above have been in place for a many years, but since Chatham's last Middle States self-study process they have assessed and improved their communication with the full faculty, organized and clarified their procedures for collecting and reviewing submissions, and streamlined their interactions with the registrar and other stakeholders to ensure that their actions are accurately reflected in subsequent course calendars.

#### Investment in Accredited Programs

Chatham continues to strategically invest in its academic curricula to ensure that it remains current and effective. This is perhaps best evidenced by institutional support of and commitment to the external accreditation of its programs wherever viable (see table: Chatham University Externally Accredited Programs, pp. \_\_\_\_ above).

#### General Education

The general education program has just been fully reviewed by our faculty and found to be in close alignment with our institutional mission and values. While a number of changes are currently being implemented as a result of our review process, they originate from the spirit of continuous improvement.

#### The JKM Library

The JKM Library, Student Success Center, IT support and other academically-aligned student supports are effective and well utilized. They have worked well to assess and prioritize their services so that we are able to address the needs of all Chatham students in a thoughtfully and fiscally responsible way.

### Area of Opportunity

#### Continued Program Review

Chatham's Mission Statement begins with the phrase "*Chatham University prepares students to lead lives . . .*" A primary area of opportunity stems from a renewed focus on the rapidity with which the economy and the culture are shifting. Student demand for academic programming seems to be in constant flux, and Chatham is reemphasizing a structured approach to program review that incorporates standard curricular effectiveness but also attempts to



predict and respond to the skills and abilities our students will need in their years beyond Chatham. These reviews can be challenging at several levels, but a culture of proactive change is being built. Identifying the changes the university needs is only part of the challenge. Chatham remains committed to making strategic investments in its curricula and programs of study to enable it to take action on the opportunities the Chatham community identifies.<sup>47</sup>

### **Recommendation**

In the course of this self-study, one of the clearest observations was that everyone at the institution is responding to the call to innovate. Delivering an excellent education and an excellent experience for every student in ways that are fiscally responsible has become an area of focus for every office and program. But now that much of this heavy lift is in process, the university needs to assess and further refine its efforts.

### **Communication**

The main recommendation is that the university builds better channels for effective communication, both within the academic structure and with the other supporting offices. While a sense of urgency can be a very effective motivator, the community also needs to make sure that each member is pulling in the same direction. President Lambert has made this a key tenet of her leadership and has already taken steps to facilitate information sharing and better “teamwork” across the university. Now the community needs to rally towards this and help incorporate it into the Chatham culture.

---

<sup>47</sup> MSCE Standard III, Criterion 8.



---

## Evidence Inventory for Standard III: Design and Delivery of the Student Learning Experience

1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential: (a) are designed to foster a coherent student learning experience and to promote synthesis of learning; (b) are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student.
  - III.NEW Common Data Set Chatham University
  - III.01 Credit Hour Policies
  - III.02.a.1 UPC Policies and Procedures CREDIT HOUR HIGHLIGHT
  - III.02.a.3 UPC Submission Instructions One Sheet
  - III.03 NOTE Documentation of evaluation of length of academic period and credit hour requirements
  - III.05 Student Consumer Information Chatham.edu Page
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are: (a) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; (b) qualified for the positions they hold and the work they do; (c) sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs; (d) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; (e) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.
  - III.06.a Faculty Manual 7 2023 revision
  - III.06.b Adjunct Handbook 2023-241
  - III.06.c Employee Manual 10-1-171
  - III.08.e HR 2020-2021
  - III.08.f HR 2021-2022
  - III.08.g HR 2022-2023
  - III.08.h HR 2023-2024
  - III.08.i CDS HR Component
  - III.08.j HR - Faculty and Staff Headcount
  - III.09.c1 Buhl Award Nomination form
  - III.09.c2 Jane Burger Advising Award for Faculty
  - III.09.a.1 Nursing Programs Handbook\_ 2024-2025\_12.4.24
  - III.09.b.1 ARC-PA-FINAL
  - III.09.b.2 PhysAsst Fac Qual
  - III.9 Faculty Manual 3.1.4 Professional Standards for Rank
  - III.09.d Chatham Faculty List with Degrees
  - III.10.a.01.b 21FA Enrollments Course
  - III.10.a.02.b 22SP Enrollment Course
  - III.10.a.03.b 22SU Enrollments Course
  - III.10.a.04.a 22FA Enrollments Course
  - III.10.a.05.b 23SP Enrollments Course
  - III.10.a.06.b 23SU Enrollments Course
  - III.10.a.07.b 23FA Enrollments Course
  - III.10.a.08.b 24SP Enrollments Course
  - III.10.a.09.a 24SU Enrollments Course
  - III.10.a.10.b 24FA Enrollments Course
  - III.10.a.11.b 25SP Enrollments Course
  - III.11 CDS IPEDS 20-24
  - III.12 CDS IPEDS 20-24
  - III.13.a Annual\_Faculty\_Eval\_Form\_2024
  - III.13.b Assessment Handbook
  - III.15.a Abdulrahman\_Ali\_Abdulsattar\_2020\_Fall\_BIO\_503\_101 (2)
  - III.15.b Abebe\_Alyssa\_2021\_Fall\_PAS\_600\_103
  - III.15.c Abney\_Maurice\_2020\_Summer\_BUS\_551\_1
  - III.15.d Bauknecht\_Sara\_2020\_Spring\_COM\_213\_90
  - III.15.e Bayliss\_Nichole\_2021\_Fall\_PSY\_362\_1
  - III.15.f Block\_Ethan\_2021\_Fall\_BIO\_231\_1
  - III.15.g Butkewitsch\_Sergio\_2021\_Spring\_DSA\_411\_901
  - III.15.h Course\_Evaluation\_Template
  - III.15.i Fisher\_MaryDee\_2021\_Spring\_NUR\_799\_904
  - III.15.j Frey\_Sally\_2020\_Fall\_FST\_530\_201
  - III.15.k Grossmann\_Iris\_2021\_Fall\_SUS\_520\_201
  - III.15.l Hallows\_Wendy\_2022\_Spring\_CHM\_110\_2
  - III.15.m Johnson\_Linda\_MK\_2021\_Fall\_SUS\_201\_201
  - III.15.n Martin\_Lou\_2022\_Spring\_COM\_313\_1
  - III.15.o Ryan\_Edward\_2020\_Fall\_EXS\_426\_2
  - III.15.p SES Faculty Survey May 2023\_Report pulled 5.22.2023
  - III.15.q Sherrod\_Brad\_2022\_Spring\_NUR\_703\_904
  - III.15.r Spudic\_Nicolette\_2022\_Spring\_FST\_518\_201
  - III.15.s Whitney\_Mary\_2021\_Fall\_SUS\_203\_201
  - III.15.t Yamada\_Lauren\_2022\_Spring\_PAS\_638\_102
  - III.15.u Zanardelli\_Gina\_2022\_Spring\_PSY\_746\_101 (2)
  - III.16.a BA Accounting\_Spring 2020
  - III.16.b BA Arts Management\_Fall 2024
  - III.16.c BA Immersive Media\_Fall 2024
  - III.16.d BA PreK-4 Education\_Fall 2024
  - III.16.e BA Women's and Gender Studies\_Fall 2024
  - III.16.f BIA Interior Architecture\_Fall 2024
  - III.16.g BS Biochemistry\_Spring 2020
  - III.16.h BS Chemistry\_Fall 2024
  - III.16.i BS Nursing\_Spring 2020
  - III.16.j BS Sustainability\_Spring 2020
  - III.16.k DPT Physical Therapy\_Spring 2020
  - III.16.l Dual Degree Master of Sustainability and MBA\_Spring 2020
  - III.16.m MA in Communications\_Spring 2020
  - III.16.n MA Interdisciplinary Design\_Spring 2020
  - III.16.o MBA Business Administration\_Spring 2020
  - III.16.p MIA Interior Architecture\_Fall 2024
  - III.16.q MS Counseling Psychology\_Spring 2020
  - III.16.r Pathways to Nursing\_Spring 2020
  - III.16.s PsyD Doctor of Psychology\_Spring 2020
  - III.17 Net Expenses on Core Obligations
  - III.18.a Instructional Expense per Student FTE (for Middle States)

- III.19a Promotion and Tenure Policies
  - III.19b Components of FRC faculty submissions
  - III.20.g Faculty Technology Fellows program
  - III.20.h Implementing Technology Assignments Developed from a Faculty Technology Fellows Program
  - III.20.i Integrating Multimedia
  - III.20.j RAFTing to an Engaging Assignment
  - III.20.k a comparison-of-multimedia-and-traditional-paper-assignments-in-an-introductory-psychology-course
  - III.20.a InstructionalTechnology\_Events2017-Present
  - III.20.b Assessment\_Program Goals & Missions 2022
  - III.20.c Tech Fellows Participants
  - III.20.d Notes from Lauren Pantan 2.12.25
  - III.20.e CAS Assessment Retreat Agenda Feb 2024
  - III.20.f Draft assessment report for AY 24-25
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.
- III.21.a 2025-2026 Chatham University Catalog
  - III.21.b 2024-2025 Chatham University Catalog
  - III.21.c 2023-2024 Chatham-University-Catalog
  - III.21.d 2022-2023\_ChathamUniversity\_Catalog
  - III.22.b12 Fall 2025 Enrollment Sheet - Final
  - III.22.a1 Summer 2021 Enrollment Sheet 20+
  - III.22.a10 Summer 2024 Enrollment Sheet (Preliminary) 20+
  - III.22.a11 Fall 2024 Enrollment Sheet 20+
  - III.22.a2 Fall 2021 Enrollment Sheet 20+
  - III.22.a3 Spring 2022 Enrollment Sheet 20+
  - III.22.a4 Summer 2022 Enrollment Sheet 20+
  - III.22.a5 Fall 2022 Enrollment Sheet 20+
  - III.22.a6 Spring 2023 Enrollment Sheet 20+
  - III.22.a7 Summer 2023 Enrollment Sheet 20+
  - III.22.a8 Fall 2023 Enrollment Sheet 20+
  - III.22.a9 Spring 2024 Enrollment Sheet 20+
  - III.22.b1 Summer 2021 Enrollment Sheet - Final
  - III.22.b10 Summer 2024 Enrollment Sheet (Preliminary)
  - III.22.b11 Fall 2024 Final Enrollment Sheet
  - III.22.b2 Fall 2021 Enrollment Sheet - Final
  - III.22.b3 Spring 2022 Enrollment Sheet - Final
  - III.22.b4 Summer 2022 Enrollment Sheet - Final
  - III.22.b5 Fall 2022 Enrollment Sheet - Final
  - III.22.b6 Spring 2023 Enrollment Sheet - Final
  - III.22.b7 Summer 2023 Enrollment Sheet - Final
  - III.22.b8 Fall 2023 Enrollment Sheet - Final
  - III.22.b9 Spring 2024 Enrollment Sheet - Final
  - III.23.b Academic Success Center McCune grant report 2025
  - III.23.c History Advising Checklist 2024-2025
  - III.23.d Gen Ed worksheet 2024-2025
  - III.23.e History Minor Checklist 2024-2025
  - III.23.f Women's Leadership Certificate checklist 2024-2025(1)
  - III.23.a CDS20-24
  - III.24 Non-Degree Policy
  - III.24.g History 4 Year Plan Template 2024-2025
4. Sufficient learning opportunities and resources to support both the institution's programs of study and the academic progress of all student populations.
- III.25.a 2024-2025 Sustainability BS Natural Resource Mgmt Track1
  - III.25.b 4 Year Plan BA BIOCHEM-24-25
  - III.25.c 4 Year Plan BAFS 2022-23
  - III.25.d BA-Accounting\_2024-25
  - III.25.e Econ BA 4-Year Plan
  - III.25.f EXS 4 Year Advising Grid 2024-2025
  - III.25.g RN-BSN Advising Checklist\_2024-251
  - III.25.h Visual Arts Art History\_Major Checklist 2024-25
  - III.26.a 24FA2\_ACT\_ACT512\_001
  - III.26.b 24FA2\_ATH\_ATH500\_001
  - III.26.c 24FA2\_BIO\_BIO302\_001
  - III.26.d 24FA2\_BUS\_BUS110\_001
  - III.26.e 24FA2\_EXS\_EXS326\_001
  - III.26.f 24FA2\_IAR\_IAR561\_191
  - III.26.g 24FA2\_SUS\_SUS380\_090
  - III.27 Chatham Syllabus Template AY 2024-2025
  - III.28a Collections - About the JKM Library - JKM Library at Chatham University
  - III.28b OpenAthens License Agreement Addendum (1)
  - III.29-30 Library IPEDS
  - III.31 Accounts - Chatham Policy (Fall 2024)[67]
  - III.32a Policy\_Audit\_2022
  - III.32b CAP Policy Review Checklist 2022-23
  - III.33 Schedule Library Instruction - Teaching Support - JKM Library at Chatham University
  - III.34 - Notes
  - III.34a EZBorrow-Policies-December-2022
  - III.34b PALCI Membership Agreement Terms
  - III.35.a General OCICU explanation
  - III.35.b Confirmation of OCICU registration and waiting for course add to CU
  - III.35.c Confirmation email registration in both systems complete
  - III.35.d OCICU details for Middle States II.27 28 29
  - III.35.e Support services for online students
  - III.35.f Description of Nursing Options at Chatham
  - III.37.a Online Degrees \_ Chatham University
  - III.37.b Chatham U Fact Book-Feb 2024
  - III.38 Online, LMS, and OAAR
  - III.39 Notes - Distance education data on support services provided to students
  - III.40 Chatham University GPC procedures - Jan 2021
  - III.41 Net Expenses on Core Obligations

5. At institutions that offer undergraduate education a general education program, free standing or integrated into academic disciplines, that: (a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; (b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; (c) in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.
  - III.42.a DPT assessment Matrix 7-7-2016
  - III.42.b HS EXS Assessment Matrix
  - III.42.c HS EXS Science
  - III.42.d Integrative Health Studies matrix April 28-2016
  - III.42.e Integrative Health Studies matrix ASC
  - III.42.f Matarix MHI 2 year program evaluation plan\_List of outcomes\_8\_2017
  - III.42.g Matrix MHI program outcomes to courses 8\_2017
  - III.42.h matrix Updated July 18-2016
  - III.42.i MPAS-PhysAssist-matrix.xlsx
  - III.42.j MUS Matrix and Outcomes
  - III.42.k Nursing DNP Program Matrix\_Outcomes to Courses rec 10-1-15
  - III.42.l Nursing MSN Matrix\_Program Outcomes rec10-1-15
  - III.42.m NursingRNtoBSNMatrix\_ProgramOutcomes10-1-15
  - III.42.n PhysicalTherapyDPTAssessmentMatrix
  - III.42.o Science notes to build assess-ASc 7-22-16
  - III.42.p 2013 2014 Infant Mental Health
  - III.42.q 2013 Arts Human matrixes
  - III.42.r B&EDept.CurriculumMap2015-16v3
  - III.42.s BIA\_Curriculum\_Matrix\_2017\_USE
  - III.42.t CAS Assessment Spreadsheet previous 13outcomes
  - III.42.u CIDA Curriculum Matrix BIA\_2014 Standards
  - III.42.v COM MA Communication matrix
  - III.42.w COM Matrix
  - III.42.x Comm MA Matrix
  - III.42.y Copy of OTD Matrix
  - III.42.z Curricular\_Threads GPC copy-1-1\_2018
  - III.42.a.1 Curriculum Map Template 2024
  - III.42.a.2 EDU Matrix Key
  - III.42.a.3 EDU Middle Level Matrix
  - III.42.a.4 Graduate Curriculum Matrix 1-26-16
  - III.42.a.5 HIS-BA-matrix
  - III.42.a.6 III.42-44 Gen Ed Narrative
  - III.42.a.7 Matrix Creative WritingBFA
  - III.42.a. 8 Matrix Crim
  - III.42.a.9 Matrix English BA
  - III.42.b.1 Matrix in ProgressCultural Studies
  - III.42.b.2 Matrix Women and Gender Studies
  - III.42.b.3 MFA Digital Tech Matrix copy
  - III.42.b.4 MFA MA Interdisc matrix copy
  - III.42.b.5 MFST Matrix copy
  - III.42.b.6 MOT- Matrix
  - III.42.b.7 MSCP-matrix- July 2016
  - III.42.b.8 MSUS assessment 3-2020 v1 copyIII.42.b.9 PDE MATRIX-SPED
  - III.42.c.1 PSY GRAD Distal Data\_Alumni Surveys
  - III.42.c.2 PSY matrix
  - III.42.c.3 PSY UND Matrix and plan
  - III.42.c.4 PSY UND Matrix
  - III.42.c.5 Science PSLO's with overlap
  - III.42.c.6 Undergraduate Curriculum Matrix 1-26-16
  - III.43.a Gen Ed Proposed Changes - 3-27-25
  - III.43.b General Education Catalog Copy
  - III.44a General Education Catalog Copy
  - III.44b1 Gen Ed worksheet 2024-2025
  - III.44b2 Form 2A GPC Proposal for a new course(2)
  - III.44b3 Form 2B UPC Proposal for adding gen ed attribute to course
  - III.45a Undergraduate CHATHAM LEGO GEN ED vote 11-26-14 (rev 2-24-15)
  - III.45b Gen Ed Ad Hoc Committee Report - April 2023
  - III.46a Gen\_Ed\_Proposals\_approved\_5252020
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.
  - III.47.a NOTES
  - III.47.a.1 ARC-PA-FINAL
  - III.47.b PA Student Manual 2023-24
  - III.48.a PhysAsst NOTES
  - III.49.a PhysAsst
  - III.49.b Nursing Programs Handbook\_ 2024-2025\_12.4.24
  - III.49.c Graduate Assistantship Handbook F24 FINAL
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.
 

**and**
8. Periodic assessment of the effectiveness of student learning experiences for all student populations.
  - III.51-56.a RIZE Narrative for Standard III
  - III.51-53, 55 Chatham University Third-Party Provider Policy
  - III.51-56.b UPC report on RIZE as a course vendor for Chatham Undergraduates
  - III.51-56.c Notes Questions for RIZE
  - III.51-56.d Faculty\_Vote 4-10-25
  - III.53.a Chatham RIZE (Executed LCMC MoU 11.22.2024)
  - III.53.b Chatham\_\_Rize\_\_Statement\_of\_Work
  - IV.08.a Student Handbook\_2024-25

# Chapter 4

## 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.*

#### Statement of Compliance

Chatham University affirms its full compliance with Standard IV. This chapter focuses on institutional work analyzing and evaluating the effectiveness of the student experience at Chatham University. This includes assessing the quality and integrity of admissions, financial aid, retention and support services, and co-curricular activities that contribute to student success. Across its educational experiences, settings, levels, and instructional modalities, Chatham University recruits and admits students whose interests, abilities, experiences, and goals resonate with the institution's mission and programs. The analysis below outlines Chatham's commitment and compliance in ensuring student retention, persistence, and completion in terms of 1) admissions policies and procedures, 2) student success initiatives, and 3) student life offerings that align with Chatham's mission, values, and strategic direction. By focusing on the student experience, the institution continues to foster an environment where students can thrive and achieve their full potential.

Students' outside-the-classroom experience is an essential component in fulfilling Chatham's mission to prepare students to live lives of purpose and meaning. The university's commitments to sustainability, women's leadership and gender equity, community engagement, and diversity are engrained in the university's policies, procedures, support resources, and student life offerings, to foster personal and professional growth.

Priority #1 of Chatham University's RENEW 2025 tactical plan focuses on *Furthering Academic Excellence and Student Success*. The plan emphasizes furthering "educational access and affordability," ensuring all students succeed. During Chatham University's two-year reorganization initiated by the Board of Trustees, the university has made significant efforts to streamline processes and redirect efforts to center student success, including the creation of the Academic Success Center.

#### Evidence of Compliance

##### Admissions

Chatham University has clearly stated ethical policies, practices, and processes to recruit and admit students whose interests, abilities, experiences, and goals are compatible with the university mission.

##### Admissions Philosophy & Practice

The admissions team has clearly stated policies and annually reviews materials including: the statement on admission philosophy, ethics in recruitment, and avoiding unethical sales practices.<sup>1</sup> Each year during the new admission cycle, admission operations, counselors, and enrollment leadership teams review policies and admission processes to ensure clarity and consistency between admission practices and public-facing websites and materials. Assessment is completed to ensure that processes and policies serve students and have the expected impact. Chatham has fair and transparent policies for accepting up to 90 credits of transfer credit or prior learning assessment (PLA), outlined in the university catalog.<sup>2</sup>

At the graduate level during cycle preparation, the enrollment team reviews recruitment plans, admission requirements, and evaluates admission processes with faculty program directors and addresses necessary changes. Admission changes are communicated to prospective students

<sup>1</sup> See Evidence: Admissions Philosophy and Practices, IV.01.a-c.

<sup>2</sup> MSCHE Standard IV, Criterion 2.

in many ways including website updates, email communication, and admission events and information sessions.

### Enrollment Trends

Until recently, undergraduate admission has seen a stable or steady increase in enrollment over the past ten years.<sup>3</sup> In 2023, the university saw its second largest undergraduate enrollment. In subsequent years, however, the impact of FAFSA delays and pricing challenges has increased pressure on traditional enrollment. Among the university's most notable efforts to expand enrollment are new partnerships and new programs. Articulation agreements with local institutions, such as the Community College of Allegheny County, are intended to build pipelines for local students.<sup>4</sup> A new partnership with University of Pittsburgh Medical Center (UPMC) focusing on its workforce demands has resulted in a pricing strategy that leverages corporate reimbursement. This partnership has helped grow the RN-BSN online program and helps professional nurses complete their bachelor's degree.

Graduate enrollment, in contrast, has seen a gradual decline over the past ten years, with multiple program closures due to low enrollment or lack of market demand. Health sciences are still the largest programs for enrollment at both undergraduate and graduate levels. Even these strong programs are beginning to see decline with more competition in the graduate market and significant price sensitivity across all populations.

Chatham draws primarily from Pennsylvania and regionally from the midwest and northeast. Most Chatham graduate programs draw regionally, though particularly in-demand programs, such as the Physician Assistant and Physical Therapy programs, draw from a national pool.

### Financial Aid

In its discernment about the reasons for the decline in enrollment over the past couple years, the administration recognizes that deficiencies in the university's financial aid packaging process was a significant contributing factor. An analysis of the issues with the packaging process divulged performance issues with Chatham's technical partner, EAB, leading an end to the university's contract with them. Following a comprehensive review process in which the president's leadership team vetted multiple proposals from national financial aid packaging firms, in the fall of 2025, Chatham secured a contract to work with Kennedy & Company on financial aid packaging processes. The university has already enjoyed significant improvements in the timely distribution of financial aid offer packages for fall 2026 enrollment. At the undergraduate level, Chatham offers merit, leadership, and need-based scholarships. At the graduate level, Chatham has worked to address affordability through multiple tactics, including graduate assistantships, fellowships, paid success coaches, merit-based scholarships, program pricing adjustments, tuition freeze programs, and competitive market pricing.<sup>5</sup>

### Registrar's Office

The Registrar's Office is the keeper of the academic record, and the primary administrative office that oversees the university's catalog, its academic calendars, in addition to registration, student transfers, and degree verification. The administrative division under which it operates has significant implications. Whereas the Registrar's Office had been previously located within the Division of Academic Affairs, its move to the Division of Enrollment Management was an element of the university's 2023 restructuring and response to the fiscal deficit. Another sign of the university's commitment to self-assessment and improvement is the 2024 professional review of the Registrar's Office by consultants from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). This review is already leading to changes in services in that area, while analyses are underway to review other important student support services. Among those recommendations are re-examination of reporting lines, improvement of the registrar's position among the faculty, and the establishment of the Registrar's Office as primarily responsible for maintaining the university's Catalog.<sup>6</sup> With the new leadership in the president's and provost's offices, it was time to return the Registrar's Office to Academic Affairs in fall 2025. This return to Academic Affairs has resulted in a number of improvements, including improved insight into the curricular processes with membership on the UPC and GPC, improved communication about curricular and academic issues between the faculty and the registrar, and a clarified reporting structure between the provost and the registrar.

### Data Security & Privacy

Chatham University abides by policies that ensure safe and secure record keeping for students and compliance with FERPA and HIPPA.<sup>7</sup> The FERPA release form is available to all students on the university's intranet page.

Chatham University and authorized third-party service providers collect anonymous non-personally identifiable information when students visit the university website. This is done through pixel tags, cookies, and/or similar technologies. These help Chatham track information about student visits to improve students' website experience and to deliver advertisements or personalized content on [chatham.edu](http://chatham.edu), other websites, and social media platforms. Examples of data gathered include demographic data, browser type, IP address, pages visited, day/time visit, and length of site visit. Chatham may share aggregate, non-personally identifiable information with third parties. Chatham clearly discloses this information, and students have the opportunity to opt out. Chatham uses passwords and SSL encryption to protect the privacy of applicants and students who use personalized areas of its sites. Applied or enrolled students' personal information (including email addresses) may be shared with third-party learning resources, assessment sites, and other external vendors who support enrollment, financial aid, and academic programs. These vendors are obligated through their agreements with Chatham University to maintain the privacy of Chatham students.

<sup>3</sup> See Evidence, Admissions Profile Data, IV.02.a-c.

<sup>4</sup> See Evidence: Chatham-CCAC Articulation Agreement, IV.06.a.

<sup>5</sup> MSCHE Standard IV, Criterion 1.a; see Evidence: Financial Aid, IV.14.a-c.

<sup>6</sup> See Evidence: AACRAO Report for Chatham June 2024 FINAL, IV.NEW.

<sup>7</sup> MSCHE Standard IV, Criterion 3; see Evidence: FERPA Policy, IV.34.a.



### Third Party Providers

The Enrollment Management office works with multiple third-party providers including the National Student Clearinghouse for data reporting, Parchment, Inc. for transcript services, Education Computer Systems, Inc (ECSI) for financial collections services, TouchNet Information systems for account payment and payment plan services, and Financial Aid Services (FAS) for interim and financial aid leadership support. The Admissions office works with WayBetter marketing for undergraduate search, application, and parent engagement.<sup>8</sup>

Chatham University is committed to student retention, persistence, completion, and success for every student who enrolls.<sup>9</sup> An increased focus on this area has yielded some recent successes, most notably that the four-year graduation rate for the 2020 entering cohort (58.8%) jumped +4% from the 2018 and 2019 entering cohorts. In addition, the entering year 2021 cohort returned for their senior year at a historic high rate for Chatham, 65% (T-2016). There are, however, areas of opportunity the university seeks to improve upon, including first-year retention. Approximately 78% of the fall 2023 entering cohort returned for fall 2024 (same rate as fall 2022 entering cohort). Chatham's ten-year average is 79%. In addition, 90% of the entering fall 2024 cohort returned for spring 2025. This is down from 92% the previous year. The university is relatively consistent in retention despite significant undergraduate growth, however, Chatham continues to improve services and processes to improve retention and completion rates.<sup>10</sup>

In 2024, the university merged several units to create the Academic Success Center (ASC) to improve the quality and effectiveness of student support services to further academic excellence and student success. The ASC comprises four units dedicated to supporting students. These offices include Academic Advising, Career Development, Global Engagement, and the Office of Academic & Accessibility Resources. This structure provides easier and more centralized access to these essential services, which can help improve both retention and graduation rates among all students but especially undergraduate students. ASC's mission is to empower every student to take an active role in achieving their academic, personal, and professional goals through ongoing guidance, services, and programming that promote independence and resiliency to navigate a life of meaning and purpose. Through the ASC, as well as partners in student and academic affairs, the university has a coherent and effective support system that provides an expectation of success.<sup>11</sup>

### Orientation

New and Transfer Student Orientation informs students of academic and community expectations as members of the Chatham community.<sup>12</sup> Online resources are provided to these students which inform them of what is needed prior to and once they arrive on campus. To assist with this transition, Orientation Leaders (OLs), or upper-class mentors, are assigned to facilitate the experience by connecting students to

resources and programming on campus and partner for the first six weeks of the new semester. Fall entering students attend orientation for the five days prior to the semester. A shorter spring orientation is available for students entering that semester. Orientation is required for undergraduate students and has high participation and satisfaction rates, reflecting overall student satisfaction.<sup>13</sup>

For graduate students, individual graduate programs facilitate program-specific orientation programs, while the university provides a Graduate Student Welcome for all graduate students with the goal of introducing students to each other and to campus-wide resources.

### Advising

After many years of a faculty-only advising model, the university switched to a hybrid model for academic advising in the fall of 2024 in response to student and faculty feedback and university need. Undergraduate students work with professional advisors in the Academic Advising Center upon arrival at Chatham but are then assigned to a faculty advisor in their major during their first year. Professional advisors help first-year students transition into university life, helping them understand academic policies and clarifying their degree pathways. Faculty advisors offer specialized support in a student's major, providing mentorship aligned with the student's academic and career goals.<sup>14</sup> Faculty advisors can help students identify research opportunities, internships, and other experiences to help them develop professional skills outside of the classroom. Graduate students are advised exclusively by faculty advisors. Advisors are provided policies, procedures, and extensive training resources through the my.Chatham intranet.<sup>15</sup>

### Academic Support

The Office of Academic & Accessibility Resources (OAAR) assists students in developing the skills they need to be active and engaged learners by providing access to academic and disability resources. OAAR seeks to promote individual growth, independence, resiliency, and self-advocacy by providing students with free resources such as tutoring, writing support, and academic coaching.

OAAR coordinates the provision of reasonable academic accommodations and services for students with documented disabilities, in accordance with the Americans with Disabilities Amendments Act (ADA-AA) of 2008. Reasonable accommodation is determined on a case-by-case basis after a review of the student's documentation and a personal interview. During the four-year reporting period, the number of undergraduate students who registered their disability with OAAR increased by 70% with individual appointments increasing by 45%.<sup>16</sup>

OAAR currently provides two one-credit courses to assist students who may need additional support.<sup>17</sup> "IND101: Foundations of Learning" was a course originally created for at-risk students entering Chatham. The

---

<sup>8</sup> See Evidence: Chatham Third Party Provider Policy, IV.40.

<sup>9</sup> MSCHE Standard IV, Criterion 1.e.

<sup>10</sup> See Evidence: Current Student enrollment profiles, IV.23.a-d.

<sup>11</sup> See Evidence: ASC, IV.19.c-g.

<sup>12</sup> MSCHE Standard IV, Criterion 1.c.

<sup>13</sup> See Evidence: Orientation, IV.20.a-b.

<sup>14</sup> See Evidence: Advising, IV.19.c-e.

<sup>15</sup> See Evidence: Training to Advise Students, IV.32.a-w.

<sup>16</sup> See Evidence: OAAR, IV.22.d.

<sup>17</sup> MSCHE Standard IV, Criterion 1.b.



course is designed to help students understand the science behind how human brains learn, the significance of a growth mindset, and how to become creators of their own success through active learning. Additionally, students learn practical and engaging strategies for notetaking, active reading, time management, test-taking, and other study strategies. "COR145: Foundations of Writing" is a course designed to provide writing support and instruction for first-year students enrolled in College Seminars. Students meet one-on-one with peer educators and focus on the development of writing skills necessary for successful completion of the College Seminar and applicable to other courses across the curriculum.

- Through both supplemental instruction and tutoring, OAAR's peer-to-peer mentoring model promotes knowledge sharing between students. Between 2020 and 2024, the number of courses in which supplemental instruction was provided increased by 60% and the number of appointments increased by 38%.<sup>18</sup> During that same period, the number of tutors decreased by 31%, which can be attributed to the increased use of supplemental instruction. While tutoring and supplemental instruction are not available for all courses, students also have access to an online tutoring service which provides tutoring in many academic areas of study. OAAR continues to assess these services and plans on dedicating resources to improving this resource.
- OAAR provides students on academic probation with additional support to guide them in improving their academic standing. Students placed on academic probation receive notification of the available resources that will help them improve their academic performance. One such resource is a weekly meeting with an OAAR staff member. During these meetings, the student receives tailored academic coaching specific to the causes of their academic challenges (i.e., time management, study strategies, etc.) Between 2020 and 2024, 160 unique students were placed on academic probation. Of these, 34 (21%) have graduated, and another 34 remain enrolled and progressing toward degree completion. The remaining 85 students (53%) withdrew from the university at some point following their probationary period.<sup>19</sup>

The data collected via the Satisfaction Surveys of 2022 and 2024 continuously show favorable responses to questions specific to OAAR. In the fall of 2024, OAAR created a new feedback survey that is shorter and easier to disseminate to students. Outreach to students to assist with this assessment is ongoing and still in the process of being analyzed for the best response rates.<sup>20</sup>

## Global Engagement

The Office of Global Engagement assists in meeting the educational and professional goals of international students and scholars through immigration advising, cross-cultural programming, advocacy on campus, and information on engaging in the campus and local community. The office issues documents to eligible students to apply for student

nonimmigrant visas, provides immigration advising to students on the F and J visa, holds workshops and information sessions on international student employment including on campus employment, Curricular Practical Training (CPT), and Optional Practical Training (OPT). Students may schedule individual advising appointments. During new international student orientation prior to fall and spring semesters, the office provides Information on maintaining immigration status, resources for health and safety, and campus- and Pittsburgh-specific information.<sup>21</sup>

The Office of Global Engagement also provides information and opportunities for students to study abroad or complete an internship abroad. Students may study abroad during semester-long programs, summer programs, and on short-term study abroad programs led by Chatham faculty. Students in all areas of study are encouraged to explore study on exchange semester-long program options or partner semester and summer programs. Through workshops and one-on-one appointments, the office assists students with applications and approvals and monitors credit transfer once they return. The Education Abroad office provides advising on obtaining a U.S. passport, program options and selection according to student goals and need, finances and scholarships, health and safety training, and practical information about travel and country conditions. The office offers information sessions on how to study abroad and funding opportunities throughout the academic year and maintains contact with students during their studies abroad. A post-meeting feedback survey instituted in fall 2024 reveals that students view Global Engagement as very helpful in over 90% of its interactions.<sup>22</sup>

## Career Development

The Office of Career Development helps to prepare Chatham students for their future, offering a broad range of services, programs, and resources to aid in career exploration and professional development.<sup>23</sup> Internships and job opportunities are posted on Handshake, and the office offers advice on resumé, cover letters, interview skills and practice, and professional goal setting. The office holds on-campus events with employers and provides information about off-campus job fairs. Data from the 2024 Student Satisfaction Survey indicates students' overall satisfaction with this department (3.4/5) and that they received the help they needed from this department (3.4/5). Student satisfaction with Student Employment services was ranked higher, at 4.0/5.<sup>24</sup> Chatham deploys the First Destination Survey annually to track its success in preparing students for success as leaders in their communities, in fulfillment of its mission to assist students to build lives of purpose, value, and fulfilling work.<sup>25</sup> The First Destination Survey for the undergraduate class of 2024 showed a Career Outcomes Rate, defined as graduates employed in some capacity or pursuing continuing education, of 60%. The First Destination Survey for the graduate class of 2024 showed a Career Outcomes Rate, defined as graduates employed in some capacity or pursuing continuing education, of 68.36%.<sup>26</sup>

<sup>18</sup> See Evidence: OAAR, IV.22.d.

<sup>19</sup> See Evidence: OAAR, IV.22.d.

<sup>20</sup> See Evidence: 2024 Student Satisfaction Survey results, IV.45.b-c.

<sup>21</sup> See Evidence: International Student Advising, IV.19.d.

<sup>22</sup> See Evidence: Global Engagement Student Survey, IV.45.k-l.

<sup>23</sup> MSCHE Standard IV, Criterion 1d.

<sup>24</sup> See: Evidence: Career Development Satisfaction Survey, IV.45.i.

<sup>25</sup> See Evidence: First Destination Survey, IV.25.a-c.

<sup>26</sup> See: Evidence: Career Development Satisfaction Survey, IV.45.i.

Career Development has historically provided access to on-campus employment opportunities and one-on-one appointments with professional staff through Handshake. Campus employment is open to all students with priority application periods designated for students receiving Federal Work Study (FWS) awards. Beginning in 2025, Student Employment management has moved to human resources so that Career Development can enjoy a renewed focus on core mission activities.

### **SDE101 and Success Coaching**

The Success Coach Graduate Assistant (SCGA) Program is a collaboration between Chatham's Office of Student Affairs and graduate counseling psychology programs that pairs counseling psychology graduate students with first- and second-year undergraduate students.

The SCGA program works together with a one-credit, first-year seminar course called "SDE 101: Strategies for Success in College." SDE meets for fifty minutes once per week and is co-instructed by a success coach and a professional staff or faculty member at Chatham. Topics include conflict resolution, time and stress management, diversity, equity and inclusion, career development, self and community care, and diverse types of resources available to students, both at Chatham and throughout the City of Pittsburgh. Each success coach meets twice with their students one-on-one in the first semester. The goal is to establish a comfortable, brave space for students to talk to their SCGA. The SCGA can then connect the student with resources to aid with the transition to college and increase their sense of belonging to Chatham.

A student's success coach remains a crucial point of contact throughout their first two years at Chatham. As part of their support network, SCGAs will continue to check in with their students as they learn and grow as members of the Chatham community. An SDE101 Pre- and Post-Survey distributed to students assesses both the significance of the program and the growth of students over time.

### **Cougars Care**

In 2021, Chatham enhanced its retention efforts by purchasing early alert reporting software through Pharos Resources. The system, called "Cougars Care," is used to address academic/life stressors or other concerns. Any member of the community (faculty, staff, and students) can access the system to enter an alert forwarded to Chatham's Care Team (made up of staff from Student Affairs, Academic Success, and Athletics). Once received, a team member is assigned to provide the student with the necessary support and referrals to resources.

The Care Team meets weekly to review all open cases and to ensure that all available resources have been provided to assist the individual in question and consists of individuals from all areas of the university to ensure that the right person and network is provided. The team also coordinates Stoplight Survey outreach (Week 3) and support for students with low midterm grades (Week 8). The Stoplight Survey occurs during the spring and fall semesters and is an early intervention opportunity for faculty to identify students who may be struggling in a specific class. The survey utilizes a color system to identify students who may need assistance (Green – no concern, Yellow – intervention may be needed, and Red – intervention is needed).

Through care team outreach, students are referred to resources to meet their most pressing needs. These include applying to the Student

Emergency Fund, which provides limited, short-term financial assistance to students in need, or referrals to essential needs pantries available at each of Chatham's locations. Efforts to mitigate food insecurity on campus are supported by a Pennsylvania Hunger Free Campus grant awarded by the state. Care Team members also guide students through university processes such as withdrawal from classes, retroactive petitions, and facilitation of a medical schedule cancellation or withdrawal for students experiencing medical or mental health concerns while enrolled.

### **Counseling and Health Services**

The Counseling Center provides free confidential, non-judgmental services including individual therapy, crisis/triage appointments, ADHD assessments, personalized referrals to community providers when needed, campus-wide programming and outreach to support student emotional wellbeing, and, if requested, coordinates care following a more acute level of care. In addition, the Counseling Center offers peer-to-peer support and 24/7/365 virtual crisis sessions through TalkCampus, a monitored online platform. Common presenting problems include depression, anxiety, self-esteem, academic concerns, and relationship issues. During the four-year reporting period, the Counseling Center provided an average of 1,400 hours (about two months) of direct care per year.<sup>27</sup> In the same period, the Counseling Center has expanded its services through the JED Campus program, a Citrone Foundation grant to build a psychology residency program, and a Substance Abuse & Mental Health Services Administration campus suicide prevention grant.

Student Health Services offers triage nurse visit appointments including basic first aid and houses the Essential Needs Pantry Corner, where students can obtain free personal hygiene items, such as period products, sexual health items, and other essential needs for personal care. Health Services also offers proactive public health programming focused on food insecurity, stress, and sexual health, among other topics.

### **Student Life**

Chatham University offers student life, athletic, and extracurricular activities that are mission aligned and are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.<sup>28</sup>

### **Student Engagement**

Through the programming of out-of-classroom experiences, the Office of Student Engagement provides evening and weekend programming, leadership, civic engagement, and community service opportunities to all Chatham students. Additionally, Chatham University has more than fifty clubs and organizations led by students advised by faculty or staff members at Chatham. The Chatham Student Government (CSG), guided by its constitution, provides an orderly government method for all undergraduate students, clubs, and organizations.<sup>29</sup> CSG distributes unallocated funds to recognized Chatham University student organizations and currently enrolled undergraduate students through the Review of Event Funding, Travel Funding, and Special Funds Request submissions to its Undergraduate Budget Committee (UBC). The CSG also convenes the Student Organization Forum (SOF), which holds the responsibility of voicing student organization ideas and concerns and facilitating programming needs for all recognized student organizations.

<sup>27</sup> See Evidence: Counseling Center usage data, IV.NEW

<sup>28</sup> MSCHE Standard IV, Criterion 4.

<sup>29</sup> See Evidence: Chatham Student Handbook, pp. 25-26, IV.08.a.

In addition, the Graduate Student Assembly (GSA) is the governing board for all graduate students and works with student representatives of each graduate program to represent their concerns, questions, and feedback to the university administration.

### **Living on Campus**

Chatham University believes in the value of the student residential experience and requires all incoming new and transfer students to reside in campus housing for two years (with exceptions for local or non-traditional students). Chatham strives to provide a positive housing experience for incoming students through Gender Inclusive Housing and its Medical Accommodations policies. Approximately 700 students reside at Chatham's Shadyside Campus each year in a mix of historic mansions, traditional residence halls, and apartment buildings (for upper division students).

Through Residence Life, students can participate in Chatham's Living/Learning Communities (LLCs), which are unique housing opportunities allowing students to continue their education outside of the traditional classroom. Chatham's LLCs include tracks for sustainability, women and femme aligned leadership, and the university's Honors program.

In 2024, Chatham opened its Centre Avenue Suites LLC at UPMC Shadyside as an additional housing option for undergraduate and graduate students in the College of Health Sciences. Its location near UPMC's Shadyside Hospital allows students in the program to easily participate in clinical rotations and work. On July 1, 2024, Chatham announced that Orchard Hall, the residential building at its Eden Hall Farm, would close before the start of the 2024-2025 academic year, due to an ongoing university-wide reorganization effort. The location was unable to realize its sixty-resident capacity despite deep discounting. As part of its effort to optimize the assets at Eden Hall Farm, Chatham continues to embrace other possible uses for the Orchard Hall location such as events, meetings, conferences, and summer camps.

### **Campus Dining**

Chatham contracts with Parkhurst Dining, which offers students several dining options, with meal plans that focus on health and wellness and are designed to fit the busy lifestyle of today's students. Parkhurst aims to make eating on campus easy and appetizing by offering a variety of options emphasizing fresh, local ingredients, as well as vegan and vegetarian meals and gluten-free options.

### **Athletics & Recreation**

The Department of Athletics & Recreation at Chatham, home to twenty-two athletic teams and 428 student-athletes, seeks to advance the mission of the university by recruiting, developing, and empowering student-athletes toward lives that sponsor a competitive, broad-based, fiscally-sound and ethically responsible NCAA Division III athletics program. A successful, well-run athletics program builds pride in and support for the university among the community, students, faculty, staff, and alums. Chatham student-athletes perform well academically and retain at higher levels than non-athletes.<sup>30</sup>

The Department of Athletics & Recreation at Chatham encourages and supports student-athletes in their pursuit of comprehensive excellence academically, athletically, and socially. The department encourages students to pursue their passions, strive to enhance the university's strengths, and strive to foster long-term community and professional accomplishments by student-athletes post-graduation.

The department's commitment to student health and well-being is demonstrated through the provision of athletic and fitness opportunities fairly and equitably provided to all students. The character of the athletics and recreational programs reflects the priorities of health, fitness, teamwork, and a desire to achieve excellence as critical factors in a well-rounded education.

Chatham University athletic programs participate in NCAA Division III. NCAA membership and its requirements ensure an additional layer of compliance. Athletics is guided by the NCAA Compliance Manual, which regulates student GPA and adequate academic progress requirements, and NCAA regulations and policies.

Student-athlete welfare is also supported by the Student-Athlete Advisory Committee (SAAC), comprised of representatives from each intercollegiate athletic team and the SAAC Advisors who are full-time employees of the institution.

By October 15 of each year, the president and athletic director complete and sign the attestation of compliance. This attestation confirms that Chatham has created a culture of compliance, has reported any violations, and has completed all requirements. Division III institutions are specifically required to complete an annual Campus Sexual Violence Annual Attestation which Chatham completes each year.

### **Mission Centers**

Chatham has three Centers on campus dedicated to the legacy of the university's historic commitment to women's leadership and gender equality.

The Women's Institute serves as a hub to draw together the university's broad range of gender initiatives, resources, and academic programs. Through education, research, and outreach, the Women's Institute works across campus and in the community promoting social, political, and economic equality. Key programs include the Just Films Series, Lectures in Women's Leadership, and a distinguished lecture series. The Women's Institute provides a range of activities and opportunities for students, faculty, alums, and the community, and publishes a yearly impact report available on their website and Chatham's intranet.

The Center for Women's Entrepreneurship at Chatham University (CWE) creates economic opportunities through entrepreneurial counseling, education, and training. Since 2005, the center has provided high quality education and training to entrepreneurs at all stages of business. The center is funded in part by a cooperative agreement with the U.S. Small Business Administration (SBA) to provide services to entrepreneurs throughout western Pennsylvania. CWE offers a suite of programs for early stage to established businesses.

The Pennsylvania Center for Women and Politics (PCWP) at Chatham University is a non-partisan center devoted to fostering women's public leadership through education, empowerment, and action. The first to focus on women's political involvement in Pennsylvania, the center integrates disciplinary knowledge, civic education, and coalition building while examining the intersection of women and public policy. The center conducts candidate and advocacy training, offers educational programs in applied politics, and provides timely analysis on women's issues. The center is also home to the university's membership in Project Pericles – a select group of liberal arts colleges and universities that have made institutional commitments to promoting participatory citizenship and social responsibility.

<sup>30</sup> See Evidence: Factbook, 2025, p. 18, IV. 10.a.

In addition to our three centers dedicated to advancing Chatham University's historic commitment to women's leadership and gender equality, the university is also home to the Center for Regional Agriculture, Food, and Transformation (CRAFT), housed within the Falk School of Sustainability and Environment. CRAFT is committed to building an equitable, sustainable, and inclusive food system in Western Pennsylvania and beyond. Through its core program areas of food business support, food systems research, and food systems consulting, CRAFT provides practical assistance, research-based tools, and learning opportunities to farmers, food entrepreneurs, and food system leaders. With a holistic approach that honors the social, political, and cultural significance of food, CRAFT recognizes that transformative change requires diverse strategies and deep community engagement. By centering communities, embracing diverse experiences, and acknowledging the complex history of land and food in the region, CRAFT works to create resilient, just, and vibrant food systems at the regional, national, and global levels.

### Assessment and Evaluation

Many of the previously mentioned student support services and the following student life offerings are assessed periodically with the expectation of continuous improvement.<sup>31</sup> The Student Satisfaction Survey is sent out biennially and evaluates student satisfaction with the university and individual service units. Offices can submit additional questions to evaluate programs of interest or other items requiring student feedback. The results of the survey are distributed to office leadership and presented to the President's Leadership Team with expectation of follow-up and service improvement. Other formal assessments, including the SDE101 Pre- and Post-Surveys, the Heathy Minds Survey (mental health), and the Advising Survey, among others, provide data and context to aid support services in improving their responsiveness and offerings to students. The Office of Institutional Research maintains the assessment calendar for the university that ensures periodic review. The Assessment Committee, newly recharged in 2025, analyzes data and provides recommendations for further actions. Individual support service units also evaluate programs and services within their units.

### Summary Determination

Chatham University affirms its full compliance with Standard IV. This chapter demonstrates that its work analyzing and evaluating the effectiveness of the student experience at Chatham University is driven by a commitment to foster an environment where students can thrive and achieve their full potential. Across its educational experiences, settings, levels, and instructional modalities, Chatham University recruits and admits students whose interests, abilities, experiences, and goals resonate with the institution's mission and programs. Through coordinated effort, Chatham provides a coherent and effective support system sustained by qualified professionals to help our students benefit from a quality learning environment and a successful educational experience.

### Strengths, Areas of Opportunity, and Recommendations

#### Strengths

##### Mission Alignment

Overall, Chatham's support services and co-curricular offerings are mission-aligned, values driven, and core to the university's commitment

to students. Support services are communicated effectively throughout the student life cycle, and students receive individual attention and support that is the hallmark of a small college environment.

##### Vibrant Student Life and Engagement Opportunities

More than fifty student clubs and organizations, supported by governance structures such as the Chatham Student Government and Graduate Student Assembly, offer meaningful leadership and social opportunities. Living/Learning Communities (LLCs) enrich residential experiences with academic and thematic focus areas. The Women's Institute, Center for Women's Entrepreneurship, and Pennsylvania Center for Women and Politics provide academic, entrepreneurial, and civic engagement opportunities aligned with Chatham's historic mission and values. Chatham's NCAA Division III athletics program fosters academic success, character development, and student-athlete wellbeing.

##### Comprehensive Student Support Programs

Chatham offers robust, integrated student support through initiatives like the Success Coach Graduate Assistant Program and Cougars Care (early alert) system. These programs create personalized support networks for students, fostering engagement, retention, and a strong sense of belonging.

#### Areas of Opportunity

##### Enrollment Yield

Continued growth in applications and admissions highlights strong interest, and focused efforts on deposit conversion can translate that momentum into sustained enrollment and financial strength. The new leadership in Enrollment Management and Financial Aid provides excellent opportunities to re-examine processes and policies that may positively impact deposit-to-enrollment conversions.

##### Communication and Use of Assessment Data to Strengthen Student Life

The comprehensive assessment data regarding the student experience presents significant potential for co-curricular improvement. By enhancing dissemination of survey results and aligning the initiatives that derive from those results with strategic planning efforts, the institution can further drive meaningful co-curricular improvements.

##### Cohort-Based, High-Impact Co-Curricular Experiences

With a wide range of engagement opportunities already in place, there is great potential to expand sustained, high-impact co-curricular experiences that further support retention and enhance student satisfaction among non-athletes.

##### Coordination of Career Services with Academic Programs

Strong career development programming and initiatives can have an even greater impact through closer integration with academic curricula and emerging labor market needs, ensuring students are exceptionally well-prepared for future success.

#### Recommendations

##### Enhance Enrollment Yield Strategies

Leverage growing interest in Chatham to improve yield strategies by implementing targeted outreach and engagement initiatives that highlight the distinctive value of the Chatham experience. This effort should showcase campus "proof points" that illustrate student success and community impact, turning strong admission results into sustained enrollment growth.

<sup>31</sup> MSCHE Standard IV, Criterion 6.

#### Strengthening Career Development Services and Integration

Build on existing career development efforts by expanding staff capacity, increasing accessibility, and strengthening partnerships with academic departments. Align programming with emerging labor market needs and foster a campuswide culture of proactive career readiness through coordinated communication and individualized coaching.

#### Strengthen Co-Curricular Offerings Outside of Athletics

Expand and deepen co-curricular experiences that complement academics and athletics alike. Create intentional, meaningful engagement opportunities that strengthen students' connection to Chatham, enhance their sense of belonging, and support their retention and success throughout their college journey.



## Evidence Inventory for Standard IV: Support of the Student Experience

1. Clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: (a) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment and refunds; (b) a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes; (c) orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; (d) processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement; (e) processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations.
  - IV.01.a Chatham University Admissions Philosophy
  - IV.01.b Chatham Admissions Position on High Pressure Sales - training
  - IV.01.c FEDERAL BAN ON INCENTIVE COMPENSATION FOR RECRUITERS
  - IV.NEW AACRAO Report for Chatham June 2024 FINAL
  - IV.02.a UG Goals and Projections with Progress to Goals\_032625
  - IV.02.b Date-to-date Undergrad Application Report 2025 v 2024
  - IV.02.c Fall 2025 Enrollment Report Date-to-date UG and Grad
  - IV.06.a Chatham-CCAC Articulation Agreement\_2024
  - IV.06.b List of Active Articulation Agreements - Fall 2024
  - IV.06.c Cross-Registration - PCHE and OCICU - chatham-university-catalog-2024-25
  - IV.06.d ECS Chatham student programming MOU 1.9.23
  - IV.07.a Leah Johnson Pulse
  - IV.07.b Academic Visit Day Pulse
  - IV.07.c Alumni Newsletter Sept 2024
  - IV.07.d Family & Friends Newsletter June 2024
  - IV.07.e Sum25 President Alumni Update
  - IV.08.a Student Handbook\_2024-25
  - IV.10.a Fact Book-Feb 2024
  - IV.12.a Undergraduate Tuition and Fees Chatham.edu Page
  - IV.12.b Graduate Tuition and Fees Chatham.edu Page
  - IV.13.a FA FAQ 24-25 Grad-0823
  - IV.13.b FA FAQ 24-25 HSci-0823
  - IV.13.c FA FAQ 24-25 Ugrad-0823
  - IV.13.d College Navigator - Chatham University - includes cohort default rates\_032625
  - IV.13.e National Cohort Default Rates PEPS300ReportFY21Official - DOE\_032625
  - IV.13.f Student Consumer Information and Federal Financial Aid Disclosures website link
  - IV.13.g undergraduate-scholarship-grid-2024-2025
  - IV.14.a Net Price Calculator - First Year Students - Chatham.edu Page
  - IV.14.b Net Price Calculator - Transfer Students - Chatham.edu Page
  - IV.14.c Official Cohort Default Rates for Schools \_ Knowledge Center - Webpage
  - IV.16.a Copy of UG Fall 2025 and Spring 2026 Event Calendar
  - IV.16.b Education Outreach
  - IV.19.c Academic Advising - AY 2024 - 2025 - Timeline for Transition from Faculty to Staff
  - IV.19.e Academic Advising \_ my.Chatham
  - IV.19.f graduate-credit-transfer1
  - IV.19.g Notes - Advising policies and procedures
  - IV.19.d International Student Advising information.2023
  - IV.19.a Student Handbook - Orientation
  - IV.19.b Student Handbook - Academic Advising
  - IV.20.a Fall 2023 Orientation Post Survey
  - IV.20.b Fall 2024 Orientation Survey
  - IV.22.d OAAR Services Flyer
  - IV.22.a COR145 SP25 Syllabus
  - IV.22.b IND101 SP25 Syllabus
  - IV.22.c AY 2022 - 2023 Academic Integrity Policy and Procedures
  - IV.22.e SDE101 Syllabus Fall 2023 - Template\_082523 (5)
  - IV.22.f SDE Fall 2024 Training Instructors and SCGAs
  - IV.22.g SDE 101 AY 2024-2025 Expectations SDE101 Instructors & SCGAs
  - IV.23.a Chatham U Fact Book-Feb 2024
  - IV.23.b Fall 2024 preliminary enrollment report 8-19-24
  - IV.23.c Fall 2024 Preliminary Enrollment Sheet
  - IV.23.d Fall 2024 Final Enrollment Sheet
  - IV.24 Snapshot International Student enrollment report. MiddleStates
  - IV.25.a 2023 First Destination Survey Executive Report Class of 2023
  - IV.25.b 2022 Destination Survey Executive Summary-2022 Data Collection
  - IV.25.c 2024 Executive Summary and Overview for Class of 2024
2. Fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency based assessment, and other alternative learning approaches.
  - IV.27.a Prior Learning Assessment Contract
  - IV.27.b Prior Learning Assessment (PLA) Chatham.edu Page
  - IV.27.c Transfer of Credit Policy - 2022-2023 Course Catalog
  - IV.29.a Student Consumer Information Chatham.edu Page
  - IV.30.a Transfer Enrollment Tracker\_T1
  - IV.30.a Transfer Enrollment Tracker\_T2
  - IV.30.a Transfer Enrollment Tracker\_T3
  - IV.30.a Transfer Enrollment Tracker\_T4
  - IV.31.a Articulation Agreements Chatham.edu Page
  - IV.31.b IDP Partnerships Chatham.edu Page
  - IV.32.a How to Remove Advising Holds (for UG advisors)
  - IV.32.b.1 Cougars Care - Frontline User Faculty Training Info3



- IV.32.b.2 IT Cyber-Policies-2024
- IV.32.c AP-IB Credit Fact Sheet 20231
- IV.32.d Advisor handout for 25SP
- IV.32.e academic-advising-webpage-faculty-ug-students-myatham
- IV.32.f academic-advising-24FA-8-20-24.ppt
- IV.32.g academic-advising-webpage-myatham
- IV.32.h academic-advising-webpage-transfer-students-myatham
- IV.32.i advising-academic-scholarship-interview-day-slides
- IV.32.j advising-onesheet-2 (1)
- IV.32.k advising-session-recording-and-presentation-email-8-24-24
- IV.32.l email-faculty-advisee-event-weds-1-29-25
- IV.32.m gen-ed-explanation-infosheet
- IV.32.n Incoming Transfer Students - Admissions and Advising Webpages
- IV.32.o now-whos-my-advisor-handoff-event-poster-jan2025
- IV.32.p prior-learning-assessment-contract2
- IV.32.q prior-learning-assessment-PLA-Chatham-University-webpage
- IV.32.r registration-information-fall-2025-sde101-week9
- IV.32.s spring-2025-registration-timeline
- IV.32.t spring-course-recommendations-2nd-semester-first-year-students-email-9-23-24
- IV.32.u transfer-visit-day-happenings-2-8-25
- IV.32.v undergraduate-professional-academic-advising-update-email-2-14-24
- IV.32.w virtual-transfer-information-session-happenings-3-20-25
- 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.
  - IV.33.a REGISTRAR - Schedule of Record Retention
  - IV.34.a FERPA Policy
- 4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.
  - IV.35.a Athletics & Recreation \_ Chatham.edu Page
  - IV.35.b Chatham University Athletics - Official Athletics Website
  - IV.35.c Note from Chris Purcell about Principles Guiding All Extracurriculars
  - IV.35.d CEC Methods of Order
  - IV.35.e CSG+Updated+Constitution++April+2024
  - IV.35.f SOF Methods of Order 11.02
  - IV.35.g Student+Org+Advisor+Manual
  - IV.35.h Student+Org+Manual-0124
  - IV.35.i Undergraduate Budget Committee (UBC) Methods of Order
  - IV.36.a Student Handbook - Division III Athletics
  - IV.37.a Employee Community Update - 8.20.24
  - IV.37.b Athletics Board Report Appendix - October 2025
  - IV.38.a Athletics - Note about Scholarships
- 5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.
  - IV.40 Chatham University Third-Party Provider Policy
  - IV.40.a Cross Registration OCICU - 2023-2024 Course Catalog
  - IV.41 INCompliance engagement letter
- 6. Periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.
  - IV.45.b UG Satisfaction Survey Report 2024
  - IV.45.c Graduate Satisfaction Survey Report 2024
  - IV.45.i CD Fall 2024 Job and Internship Networking Mixer - Student Satisfaction\_January 21, 2025\_13.22
  - IV.45.k Global\_Engagement\_Engagement Survey 2025
  - IV.45.l Global Engagement Engagement Survey Data\_March 27, 2025\_
  - IV.NEW Counseling Center usage data
  - IV.45.a Student Satisfaction 2024-PLT
  - IV.45.aa SDE101 S25Pre
  - IV.45.d Notes - Documentation of assessment of student support services
  - IV.45.e Chatham University Fall 2023 HMS Report (1)
  - IV.45.f Career Development - Student Final Evaluation for the Internship Program
  - IV.45.g Career Development Post Appointment Survey
  - IV.45.h CD FA24 Athletics Presentation Survey\_January 21, 2025\_13.18
  - IV.45.j CD Presentation Satisfaction Survey\_January 21, 2025\_13.18
  - IV.45.m SDE101 F21Post
  - IV.45.n SDE101 F21Pre
  - IV.45.o SDE101 F22Post
  - IV.45.p SDE101 F22Pre
  - IV.45.q SDE101 F23Post
  - IV.45.q1 SDE 101 F23Overview
  - IV.45.q2 SDE101 F20-F23 charts
  - IV.45.r SDE101 F23Pre
  - IV.45.s SDE101 F24Post
  - IV.45.t SDE101 F24Pre
  - IV.45.u SDE101 F25Pre
  - IV.45.v SDE101 S23Post
  - IV.45.w SDE101 S23Pre
  - IV.45.x SDE101 S24Post
  - IV.45.y SDE101 S24Pre
  - IV.45.z SDE101 S25Post

*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.*

# Chapter 5

## STANDARD V

### Educational Effectiveness Assessment

#### Statement of Compliance

Chatham University affirms compliance with Standard V. This chapter of the self-study examines Chatham University's work to assess academic programs at the institution. Through this narrative, the university outlines its approach to the assessment of student learning to verify that its students have achieved educational goals consistent with their program of study, degree level and the institution's mission to prepare students to lead lives of purpose, meaning and fulfilling work.

#### Evidence of Compliance

The following sections demonstrate Chatham University's compliance with Standard V. Assessment of education effectiveness includes examining the effectiveness of its programs, deploying data on program health, and assessing the individual classroom experience. In these efforts, the university is charting a path to learn from its experience and use that experience to hone its processes and instruments to achieve a clearer perception of the institution's success. While Chatham followed its 2018 reaccreditation with sustained momentum in pursuit of program assessment, and made significant progress during that time, the institution-wide situation in 2023, discussed in detail earlier in this report, proved to be a wake-up call to the university. It is important to note that while Chatham's assessment processes and practices were deemed adequate in the last reaccreditation cycle, the university has redefined and expanded upon its definitions of "assessment," and is fundamentally stronger in terms of its demonstrated ability to assess its practices and processes and implement improvements than it was in 2017. As noted in Chapter 6: Planning, Resources, and Institutional Improvement, the university has adopted several improved processes that has improved its demonstrated effectiveness. Chatham is equipped with appropriate new tools, revised processes, and reaffirmed institutional commitment to build on a fundamentally strong foundation, with an unmitigated commitment to student success and fulfillment of the Chatham mission.

At its core, this is a story of assessment writ large. In terms of programmatic assessment, program health and quality, and classroom effectiveness, the university has committed to regular review of its assessment processes. This meta-assessment has resulted in communal awareness of the need for infrastructural and procedural reforms to facilitate the university's demonstration of the effectiveness of its programs.<sup>1</sup> This chapter will outline assessment processes and procedures following the last reaccreditation, the course-shifts in 2023, and the productive assessment trajectory in which Chatham currently finds itself. In its effort to continually improve its performance and demonstrate the value of a Chatham education, the university continues to assess success of processes and infrastructure and make necessary changes. Thus, by optimizing administrative structures, technical solutions, assessment instruments and processes, there is a heightened expectation that assessment of program effectiveness will lead to institutional and programmatic improvement. This has demonstrably contributed to a rededication to a culture of assessment at Chatham University.

#### Program Assessment

Between 2017 and 2020, Chatham manifested a clear commitment to advancing a culture of assessment with a focus on planning and program assessment overseen by the long-standing Assessment Committee. The essential elements of this program assessment process are programmatic assessment plans, based on published Student Learning Outcomes (SLOs), and curriculum maps or matrices, where outcomes are mapped to courses and learning experiences.

The Assessment Committee initiated the process of soliciting assessment plans from faculty.<sup>2</sup> The Assessment Committee provided general guidelines to which all programs' plans had to

<sup>1</sup> MSCHE Standard V, Criterion 5.

<sup>2</sup> See Evidence: January 21 Assessment Committee, V.NEW. For samples of these assessment plans, see Evidence: 3-5 Year Plans Evidence of Planning, V.03.b.5.

comply: all programs—then as now—were required to collect, analyze, and apply assessment data to support continuous improvement in student learning and overall educational outcomes. How they accomplished this was largely left up to the programs, allowing each academic program to tailor assessment practices to its unique structure and student needs. To assure some consistency, the committee required that programs' plans incorporate the institutional mission, which would show up in a small handful of program-specific goals, and include at least one goal intended to increase student engagement. While programs were formulating their goals, the committee crafted a rubric with which to assess those plans.<sup>3</sup> This rubric reinforced the need for multiple measures of student learning, including direct, indirect, formative, summative, quantitative, and qualitative methods in order to create a wholistic feedback cycle for student success. The rubric also reinforced the importance of manageable assessment process set on a sustainable cycle. The expectation was that program assessment plans would score an 80% on the rubric, leaving room for improvement over time and providing for program-specific flexibility.

The primary elements of these program assessment plans are program-specific student learning outcomes (SLOs).<sup>4</sup> This work was—and remains—aimed at codifying programmatic goals for student learning through an iterative, formalized, and documented process. Programs review their SLOs annually as a central part of the program assessment process. department chairs and program directors have structured their programs to ensure that students gain essential foundational knowledge and skills, and build on them iteratively through their general education and disciplinary curriculum, ultimately leading to outcomes mastery, and preparation for lifelong learning and service. Programs publish their SLOs in a variety of places, including advising checklists, webpages, and marketing brochures. Each program's SLOs are also published in the university Catalog beginning in fall 2026.

Programs are required to chart the structure of major course work through curriculum matrices or maps. These curriculum maps detail the progress of learning as students worked from introduction of topics through mastery. Programs map outcomes and courses according to the whether a specific course introduces, reinforces, or assesses mastery of learning outcomes thus demonstrating how learning experiences relate to outcomes. These faculty-defined curricular pathways establish the structure for gathering diagnostic, formative, and summative assessments.<sup>5</sup> Examples of curriculum maps are available in the evidence inventory.<sup>6</sup>

This annual review process helps programs identify emerging strengths, diagnose areas for growth, and implement targeted enhancements to curriculum, pedagogy, and student support. Because program size varies across the university, assessment approaches may also differ. Smaller programs, in particular, may supplement quantitative findings with rich qualitative data that provide deeper insight into student experiences and performance. Examples from the Science Department and the Social Work Program illustrate how this practice, leveraging both quantitative and qualitative data to maintain a responsive, student-centered approach to assessment and continuous quality improvement,

has been effectively implemented, though these represent only a portion of such efforts across the institution.

### Science Department

The identification of low retention and graduation rates among low-income STEM students, particularly following the COVID-19 pandemic, prompted Chatham University's Science Department to implement a comprehensive, multi-measure support and assessment system. The program's goals were to surpass pre-COVID retention and graduation rates, ensure that at least 90% of scholars entered STEM careers or graduate programs, and strengthen student satisfaction, scientific identity, and professional competencies. As a small cohort-based program, faculty paired quantitative indicators, such as retention, GPA trends, research engagement, and internship completion, with qualitative feedback from scholars, mentors, and internship supervisors.<sup>7</sup> Annual satisfaction surveys, supplemental assessments, and performance in research presentations and STEM courses informed benchmarks grounded in historical data, national norms, and small-program feasibility. Faculty research mentors, trained in inclusive and empathic practices through the JED X Smith initiative, supported scholars academically and emotionally in collaboration with Student Success, Counseling, and Financial Aid.

Early assessment results revealed barriers in financial navigation, research readiness, and professional confidence, prompting targeted program enhancements. The two-part orientation was expanded, proactive financial aid and FAFSA supports were added, and early research exposure was strengthened through Course-based Undergraduate Research Experiences (CUREs), in which students conduct authentic, inquiry-driven research as part of their regular coursework. These were supplemented by a funded summer research experience and the addition of specific research and PRO courses focused on writing, collaboration, leadership, and science communication. To address belonging, a critical predictor of STEM persistence, the program deepened its cohort model through a two-day retreat, semesterly community dinners, peer mentoring progression, and a weekly Research Seminar with a monthly journal club. Additional improvements included strengthened internship pipelines through an Industrial Advisory Board and tighter alignment between coursework and research expectations. Assessment data were reviewed each semester and annually, with external evaluations in Years 2, 4, and 6. Collectively, these data-driven efforts aimed to reduce financial barriers, fortify academic and professional foundations, improve belonging, and increase the number of low-income students who graduate and enter the STEM workforce.<sup>8</sup>

### Social Work Program

Chatham University's Social Work program uses an ongoing, multi-measure assessment process to evaluate student competencies aligned with accreditation standards and program goals. As a small program, faculty pair quantitative tools with qualitative feedback from students and field placement instructors, allowing individualized attention and timely curriculum adjustments. The program's assessment plan uses both nationally normed measures and embedded course assignments.

<sup>3</sup> See Evidence: Program Assessment Rubric v.3, V.NEW

<sup>4</sup> MSCHS Standard V, Criterion 1; see Evidence: Program SLOs ,V.04. See also Sample Syllabus SLOs 2024-25, III.43.b. NOTE: Chatham's accredited professional programs have articulated student learning outcomes that are in compliance with the standards of their respective accrediting bodies. See Chapter 3 for more on specialized accreditations.

<sup>5</sup> MSCHS Standard V, Criterion 2.a.

<sup>6</sup> See Evidence: Curriculum Matrices, III.42.

<sup>7</sup> See Evidence: Chatham S-STEM Supplementary Document, V.NEW

<sup>8</sup> See Evidence: Chatham S-STEM Project Description 2.28.25, V.NEW.

The central external tool is the Social Work Education Assessment Project (SWEAP) Field Evaluation. Faculty first mapped course learning outcomes to program competencies and created matrices to identify where each competency is taught and assessed. Benchmarks were set using historical data, national norms, and small-program feasibility. Programmatic assessment data have been collected since 1999, enabling national comparisons and tracking of student progress. Faculty compile assessment data each semester. Regular faculty meetings and an annual review each May ensure continuous improvement, with findings included in the annual assessment report to the dean.

Field education remains a primary focus as it is the signature pedagogy in social work education. Trends show that students who declare the major late often enter the field without key practice courses, leading to preparedness challenges. To address this, faculty increased early outreach through increased meetings with Admissions, shared information on licensure and advanced standing through public facing methods such as bulletin boards, strengthened the introductory course (SWK102) to better inform students of social work careers and opportunities, collaborated with related departments such as psychology and criminology including hosting interdisciplinary student lunches, and promoted the profession more actively through social work club events. Assessment results also revealed professionalism concerns among a small number of students. The program responded by adding professionalism content in practice courses and reinforcing expectations in the field placement weekly meetings. Curricular enhancements were also informed by assessment findings, including creating an Environmental Social Work Certificate and maintaining a Forensic Social Work Certificate. Collectively, these assessment-driven efforts aim to strengthen student preparation, encourage earlier entry into the major, support program growth, and better meet community needs for qualified social work graduates.

## Institutional Research

From the last reaccreditation to 2025, both program assessment and institutional assessment were the purview of the Office of Institutional Research and Effectiveness (OIRE).<sup>9</sup> Besides cataloging assessment plans, SLOs, and curriculum maps in this office, it also assisted the university's assessment efforts involve assessment of technical products to facilitate faculty assessment efforts.

Since Chatham's last self-study in 2017, the Assessment Committee and the Executive Director of Institutional Research and Effectiveness (EDIRE) have worked to identify technical solution that were easy for the faculty to use, and powerful enough to provide faculty with organized, actionable assessment data. When the EDIRE and the Assessment Committee's analyses of software systems demonstrated that they failed to meet expectations for effectiveness or ease of use, they were replaced by more appropriate solutions. For example, the assessment software package deployed after the 2017 self-study, WEAVE, was replaced when an assessment of it demonstrated that it was being used only as a document repository and the university was not taking advantage of its full capability. This software was costly and appeared to create more structural barriers than benefits to assessment, thus its use was discontinued. Ultimately, Microsoft Teams has become

the repository of documents to ensure appropriate means of tracking annual academic changes and has proven to be a superior manager of documentation.

With the repository of assessment data decided, the Assessment Committee and OIRE worked to identify an appropriate mechanism for gleaning assessment data from the learning management system, Brightspace. Following an assessment of capabilities of various options, the university turned to another vendor, Intelliboard, to provide on-demand and imbedded reporting that faculty sought. Through Intelliboard, managed by the Office of Instructional Design, Chatham's faculty can use tailored reporting assessment data stored in the LMS and delivered directly to their email inboxes. Significantly, this shift has been advanced because of a change in the locus of assessment responsibilities away from the OIRE and to the academic programs through the faculty and program leadership.

## Recent Modifications in Program Assessment

In the effort to optimize the program assessment processes and protocols at Chatham, the division of Academic Affairs turned to recommendations from the previous MSCHE self-study for guidance. Informed by the 2017 MSCHE recommendation to clarify the locus of primary assessment oversight, the committee determined that effective administrative guidance would be enhanced by reassigning the primary responsibilities for programmatic assessment away from the office of Institutional Effectiveness and towards the deans, department chairs, and program directors.<sup>10</sup> Thus, in spring 2025, the faculty approved renaming the Assessment Committee to the University Assessment Committee (UAC) and redefined its responsibilities. Shed of its role in program assessment, the committee could then redirect its efforts towards university-level assessment, which encompasses broader trends in retention and enrollment as well as student satisfaction and other student surveying initiatives.<sup>11</sup> The clarification of roles sets the table for a more holistic collaboration between faculty and staff to assess the broader university-wide student experience. At the time of this report, the committee is working together to update survey materials and develop new methodologies to gather student opinion and survey responses as the previous method of emailing survey solicitations has become unproductive of actionable data. The UAC serves as a venue for programs across the university to share and receive feedback on their current assessment activities, while the university's deans, chairs, and program directors continue to oversee the academic program assessment processes. The expectation is that this crucial refocusing of the locus of responsibility will lead to expanded involvement and collaboration between the administration, faculty, and staff to deepen the culture of assessment.

## Program Health Files and Dashboards

While assessment plans, SLOs, and curriculum maps are significant elements of assessment overall, they do not address all of the elements that are important to university leaders examining the overall health of the academic efforts of the university. Another key instrument in which data provide essential mileposts of programmatic progress at Chatham is the Program Health File.<sup>12</sup> The OIRE provides all programs

<sup>9</sup> In 2019, the Office for Institutional Research and the Office for Academic Assessment were combined into one new department called the Office of Institutional Research and Effectiveness (OIRE), overseen by the Executive Director of Institutional Research and Effectiveness (EDIRE).

<sup>10</sup> For evidence of previous broad purview, see Evidence: Assessment Committee 2020, V.NEW, Assessment Committee presentation for Program Directors 10-17-2019, V.NEW, and Assessment Committee Minutes-Notes 2019-21, V.NEW.

<sup>11</sup> See Evidence: Changing Program Assessment - March, 2025, V.NEW.

<sup>12</sup> See Evidence: Program Health Files for samples from 2020 and 2024, V.05.b and c. Note: the 2024 program health files (V.05.c.) reflects the decision to include student demographic data for each program in these annual reports.

with annual dashboards within the Program Health Files that contain vital comprehensive data that program directors and department chairs use in planning for their programs, including information on trend lines in enrollment, retention, new vs. continuing headcounts, degrees conferred, and program/department growth/loss, and disaggregated student demographic data.<sup>13</sup> These files provide department chairs and program directors vital data with which they collaborate with program faculty to further develop their curricula, thus also focusing faculty attention on trends such as retention and completion rates.

Beginning in 2023, these reports were tied to program outcomes, leading to a more conscious effort to look at program outcomes and overall program health hand-in-hand.

Program directors and department chairs use Program Health Files, alongside several other forms of data to assess overall educational effectiveness (e.g., descriptive statistics such as student retention rates, graduation rates, board examination results, postgraduation placement

rates, national examination pass rates, and workforce analyses. Graduate outcomes data, such as placement rates and success rates on national licensing exams provide invaluable data to academic leaders. Some examples of these data are graduate outcomes data below from the College of Health Sciences:

Student success data from graduate programs are among a number of metrics of program health that program directors rely on to guide planning and improvement. Among the most useful of these data are graduation rates, postgraduation placement rates, and national examination pass rates (see table below).<sup>14</sup> Program websites publish these data so program directors, university leadership, and the general public have access to timely information. This self-study has brought to light areas for improvement in organizing and reporting on assessment and student success data, as noted in the recommendations at the end of this chapter.

**Table 5.1 Program Health File Example**

Program	Licensure Pass/Credentialing Rate	Graduation Rate	Employment/Placement 1-year
Nursing (DNP)	N/A*	78% (22-24)	100% (22-24)
Nursing (MSN)	N/A	100% (22-24)	100% (22-24))
Physical Therapy (DPT)	97% (22-23 avg)	88% (22-23)	100% (21-22)
Occupational Therapy (ELOTD)	96.3% (3-year average)	97% (22-24 avg)	100% (most recent)
Physician Assistant (MPAS)	99% (24-25 avg)	87% (24-25 avg)	ND
Athletic Training (MSAT)	95% (22-23 avg)	89% (22-25)	ND
Counseling Psychology (MSCP)	98% (23-24)/80% (19-21 avg)	ND	ND

\*N/A: Program is post licensure

\*\*ND: Data unavailable

The OIRE organizes these data using recently acquired software, such as PowerBI, into dashboards that are instrumental in comprehensive program evaluation. Using the data resources made available through the National Student Clearinghouse, the OIRE has created undergraduate student tracking models that encompass higher-level student retention, transfer, withdrawal, and success rates.<sup>15</sup> These models are housed in online dashboards that are available to anyone on Chatham's network. The dashboards also allow users to disaggregate cohorts and specific student groups through multiple filters. The current plan is to expand this style of dashboard/data tool presentation to transfer and graduate populations before the end of the current academic year.

### General Education Assessment

Using collaborative technology (Teams), the Assessment Committee changed the process for developing and implementing general education assessment processes from being characterized by annual debate, creation, and distribution of rubrics to the creation of a complete battery of rubrics that faculty could expect and use to collect data every year and with consistency. Faculty formed into programmatic committees and their members signed up to work on the rubric of their

choice.<sup>16</sup> These committees were encouraged to pull in other members of the Chatham community who could help with the development of informed and comprehensive rubrics. Where applicable, rubric teams were encouraged to use externally sourced authorities to supplement and enhance the development of the rubrics. A good example of this are the excellent VALUE rubrics created under the auspices of the Association of American Colleges & Universities.<sup>17</sup> These rubrics were loaded into the LMS Brightspace and faculty were introduced to them in university-wide presentations.<sup>18</sup>

With the redefinition of assessment responsibilities outlined above, assessment of the university's general education curriculum has moved to a more sustainable process. Oversight for assessing Chatham's general education priorities was previously assigned to the Assessment Committee. With these responsibilities thus inappropriately situated, the process for developing general education assessment tools effectively compromised the university's ability to collect accurate and actionable assessment. In the 2025-26 academic year, the faculty are replacing the former *ad hoc* General Education Committee with a new standing shared governance General Education Committee. With the creation of this

<sup>13</sup> MSCHE Standard V, Criterion 3.

<sup>14</sup> See Evidence: CHS Graduate Data 2025, V.NEW.

<sup>15</sup> See Evidence: Cohort Tracker 2025, V.NEW

<sup>16</sup> For example of evidence of the work developing the Gen Ed assessment system, see Evidence: February 2020 Assessment Committee Meeting, V.NEW.

<sup>17</sup> See Evidence: AAC&U Information Literacy Rubric – 2013, V.NEW

<sup>18</sup> See, for example, August 18 Opening Week Faculty Presentation, V.NEW and August 23, 2022 Opening Week Faculty Presentation, V.NEW.



new general education committee, faculty will have an expanded role in developing and reviewing those rubrics and encouraging their use. The engagement of faculty in general education assessment is a developing strength that will magnify the faculty's ability to make essential modifications to the university's largest undergraduate program.

The combination of clarified responsibilities for assessment through the EDIRE and the Assessment Committee, and with technical solutions that successfully organize and serve as a repository of assessment data, the university has turned to an assessment of the processes by which the faculty carry out program evaluation and improvement.

### New Program Outcomes Assessment Process

Chatham University is charting a course that will, ultimately, equip the faculty in their programs with actionable assessment data, and at the same time, foster the expansion of the culture of assessment across the university. We are proud of the progress we are making. Assessment is, in practical ways that make a real difference to the university, much more a part of who we are, and how we become the institution we aspire to be. Among the most important accomplishments in Academic Affairs over the past year is the facility that faculty and staff now enjoy in conceptualizing how assessment can improve their programs, and our students' success within them. This heightened awareness of the place of assessment was the result of faculty growing in their ownership of the program curriculum planning-implementation-assessment-analysis-planning cycle.

The narrative above about revisions of the locus of the oversight of assessment responsibility and the technical solutions that facilitate reporting of assessment primarily concern the formalized processes of assessment, but Chatham's faculty really know how to effectively use assessment to hone their programs. Excellent examples of evident skill in assessment include the work of the many externally accredited programs who accreditors require periodic assessment and reporting of the results. Many of these faculty serve on university-wide committees, and their expertise in assessment has leavened the efforts across the board.<sup>19</sup> Other evidence that Chatham's faculty know the power of careful assessment to improve their students' success are the examples of collaboration between our undergraduate faculty and the faculty from graduate programs into which our undergrads matriculate after completing their undergraduate studies. An example of this is the collaboration of our undergraduate biology program and the faculty of our Master of Physician Assistant Studies (MPAS) program. Examples of modifications to the undergraduate program for pre-PA students include introducing problem-based learning experiences in the undergraduate program (the MPAS program is entirely taught using problem-based learning), modification of where and when undergraduate students practice and improve performance in human genetics and biochemistry, and the introduction of discovery-based original experimentation on SEA-Phages in undergraduate biology labs.<sup>20</sup> These examples of effective assessment for program improvement are not singular, but neither, heretofore, have they been systematic across the university. The faculty is hard at work on implementing a more systematic approach across the board, as described below.

The Chatham University assessment plan outlined below is an iterative process whereby program faculty (typically department chairs at the undergraduate level or program directors at the graduate level) undertake periodic reporting responsibilities. This process is intended to be sustainable and paced to provide adequate time for program faculty to review the results of assessment and focus on intentional improvement strategies that respond to the outcomes being assessed. Most programs' student learning outcomes can be assessed on a cadence that makes sense to the specific program, typically following a 3-5-year rotation for a full review of their outcomes. At the end of this rotation cycle, each program will conduct a program/department self-study. The purpose of this review is to determine how the assessment data has and will be used to improve the program and to share the results of this comprehensive programmatic self-study with the university community.<sup>21</sup>

### Assessment Processes and Calendar

Early in the fall of each academic year, program faculty submit a "Program Assessment Plan" to the provost that lays out the program's process for assessing student achievement. The assessment plan aligns the program student learning outcomes with the student tasks, assessment instruments, places and times (i.e., course or courses) in the curriculum these assessments take place, and which students are being assessed for each of the program's student learning outcomes. It also includes a copy of each program's most recent curriculum map or matrix. These assessment plans are reviewed by the provost and the deans, who offer constructive recommendations on how outcomes or assessments might be strengthened, or processes refined. The results of this review are shared with programs by mid-fall to help guide their programs' assessment activities for the year. An early meta-analysis of the assessment system itself by the provost demonstrated that the faculty in the programs would benefit from standardized feedback on their assessment plans. Thus, a "Program Assessment Plan Evaluation Rubric" supplements the narrative feedback beginning in fall 2026 to help faculty hone their outcomes assessment practices each fall.<sup>22</sup>

At the end of each academic year, program faculty are required to submit a Program Assessment Report (PAR) with which they report on the results of the assessments laid out in their assessment plans.<sup>23</sup> The key elements of these assessment reports are areas in which program faculty reflect on these assessment results and engage in "Action Planning" that include:

- Specific skills/knowledge/abilities/background etc., needed for student success
- Recommended changes to materials, rotation, presentation of program curriculum
- Considerations for improving assessment process and/or instruments

Over the summer, the provost and deans follow similar analytical processes as for the assessment plans, and the results of this analysis are returned to the program faculty at each fall's pre-semester faculty development sessions. Program chairs are thus able to use both the assessment results they submitted in the spring and this analysis to refine the next iteration of their program's assessment plans, with which they begin the annual process anew. As a result of this iterative process, the

<sup>19</sup> More information on the university's externally accredited programs is provided in Chapter 3 above.

<sup>20</sup> MSCHE Standard V, Criterion 2.b., see Evidence: UG Bio to IDP-MPAS summary, V.NEW.

<sup>21</sup> MSCHE, Standard V, Criterion 2.c., see Evidence: Assessment Full Circle PLANNING DOC, V.03.b.8.

<sup>22</sup> See Evidence: Program Assessment Plan Rubric, V.03.b.7.b.

<sup>23</sup> See Evidence: Program Assessment Report, V.03.b.7.c.



university intends that assessment of student achievement is continually reviewed, analyzed, and improved upon to assure student success in achieving each program's outcomes.

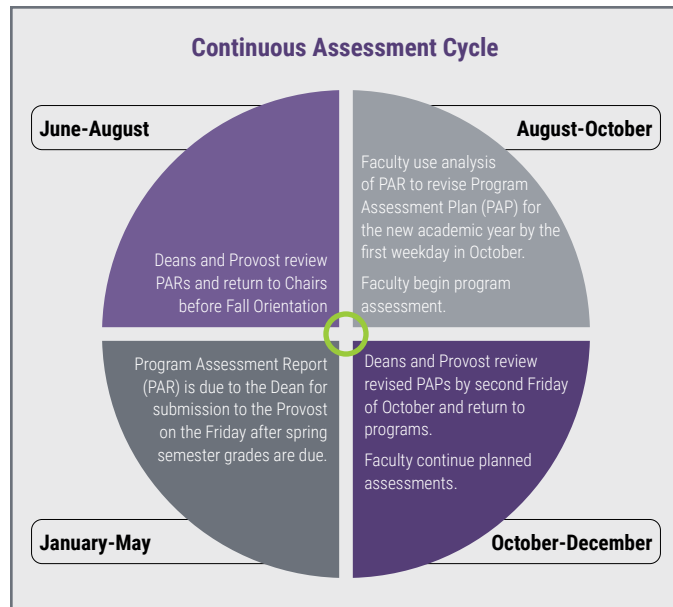


Figure 5.1 Continuous Assessment Cycle

### Assessing the Student Classroom Experience

An essential facet of the overall effort to assess the educational effectiveness of the university overall is the work to assess the student classroom experience. Prior to the fall of 2022, Chatham employed a contract with Smart Evals to assess the student experience in every course offered at Chatham.<sup>24</sup> These results were available to faculty, academic administrators, and the Faculty Review Committee, and were used to make annual revisions to individual courses, facilitate program-level assessment of curricular offerings, and gauge the effectiveness of individual faculty members. For several years, certain members of the Chatham faculty had expressed rising levels of concern with both potential biases skewing the data and with the “canned” nature of many of the questions the university was asking. For the 2022-23 academic year, the University Committee, with input from the Faculty Review Committee, moved to a home-grown Qualtrics-delivered instrument. To take advantage of an opportunity to perform meta-assessment, at the end of the first year of implementation, faculty were surveyed to get their input on the changes. Evidence showed two key results of the move to the new instrument and process: 1) the change to the Qualtrics platform had significantly worsened response rates, and 2) the new survey questions employed did not generate sufficient data for faculty members to properly gauge the effectiveness of their courses.<sup>25</sup> As noted throughout this self-study, the summer of 2023 was also when Chatham's entire energy and focus were redirected to addressing an emergent budget deficit; action to make additional edits to the course evaluations process were postponed and the Qualtrics method was retained.

<sup>24</sup> See Evidence: Smart Evals samples, III-15a-c.

<sup>25</sup> See Evidence, Faculty Evaluations post-2022, III-15d.

In the summer of 2025, the University Committee launched a project that prioritized recognizing the reality of student bias while establishing an evaluation system that generates meaningful data in statistically significant quantities. Faculty and administrators have collaborated on a new set of survey questions that better align with these goals. The University Committee established a goal of having a revised student classroom experience in place for the end of the fall 2025 semester. A sample of test-courses will pilot a new student course experience survey in fall 2025. Until this pilot is fully assessed, the bulk of courses will continue to be evaluated with the current instrument. The continued analysis and development of student course experience evaluations is included in the recommendations below.

### Summary Determination

Chatham University is in compliance with MSCHE Standard V. The university has demonstrated that it is committed to improving its assessment practices through meta-assessment of both processes and infrastructure the university uses to garner actionable data upon which decisions are made for institutional improvement. In both cases, assessment of infrastructure and processes has driven decisions intended to provide actionable data to the university community. Its growing culture of assessment includes a combination of effective processes that ensure that each degree-granting program is educationally sound and responsive to the needs of its students. Assessment provides evidence that the university's graduates have mastered program, degree, and institutional educational goals. Chatham actively modifies its processes and supporting infrastructure to assure that institutional and programmatic assessment activities lead to improved effectiveness in pursuit of the university mission. These decisions have resulted in revision of processes and instruments to improve institutional effectiveness. This has demonstrably contributed to a rededication to a culture of assessment at Chatham University.

### Strengths, Areas of Opportunity, and Recommendations

#### Strengths

##### Building on a Firm Foundation

The university has, as a firm foundation, performed significant and important work developing an institutional culture of assessment, as evidenced by the comprehensive nature of its assessment planning experience over the past eight years. This foundation provides a firm footing upon which more effective assessment processes have been established.

##### Realignment of Assessment Responsibilities

The realignment of assessment responsibilities involving both the Office of Institutional Research and Effectiveness and academic leadership has significantly clarified the locus of assessment responsibility. This realignment has resulted in heightened focus on institutional assessment for OIRE, and on programmatic assessment for academics. This realignment has positioned the university to take greater advantage of assessment activities for institutional and programmatic improvement.

## Areas of Opportunity

### A Firm Foundation

Consistent with building on a foundation of a culture of assessment, assessment can be more comprehensively deployed for program improvement. The assessment process should be viewed as integral to the annual cycle of the institution and its programs.

### Assessment for Program Sustainability

As the process for program-level assessment is broadened, it can become a primary criterion upon which programmatic sustainability is established. Currently, the financial data associated with programs (enrollment and faculty load data) tend to drive decision-making, while appropriate assessment data can also be a driving factor.

## Recommendations

### Clarifying Assessment and Reporting Responsibilities

While the realignment of assessment responsibilities has provided increased focus on assessment overall, the redefinition of the locus of program assessment has brought to light the opportunity to clarify some of academic leaders' specific responsibilities. Deans, department chairs, and program directors are primarily responsible for conducting outcomes assessment at the programmatic level, but protocols should be developed for formalizing processes for coordinating, organizing, and reporting assessment data.

### University-wide Dissemination of Assessment Results

The university can improve upon its efforts to widely publicize its work in university-wide and program-level assessment for widely disseminating the benefits of thorough, intentional assessment. As noted above, the UAC has become the primary body for dissemination of university-level assessment analyses, but the university can clarify its processes for dissemination and implementation of program-level assessment data as well. Chatham should continue to periodically and systematically evaluate the institution's assessment processes to improve educational effectiveness and promote increased data transparency. The university should regularly share results with key stakeholders and standardize curriculum maps and assessment reporting protocols.

### Professional Development

University support—both in terms of finances and dedicated time—should be deployed to more comprehensively train faculty and staff on assessment processes to ensure that assessment remains part of the daily work of the university and does not become viewed as an “extra activity.”

### Student Course Evaluation

As noted above, the faculty acknowledges the importance of its work on refining student course evaluations address bias. The Chatham University Committee recognizes its responsibility to lead this effort and should continue its work to analyze, refine, and deploy effective course evaluation instruments and practices.

## Evidence Inventory for Standard V: Educational Effectiveness Assessment

1. Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.
  - V.01.a 24FA2 SLOs from Simple Syllabus
  - V.01.b 24FA3 SLOs from Simple Syllabus
  - V.01.c 25SP1 SLOs from Simple Syllabus
  - V.01.d 25SP2 SLOs from Simple Syllabus
  - V.01.e 25SP3 SLOs from Simple Syllabus
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: (a) define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes; (b) articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals; (c) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.
  - V.03.a Assessment Full Circle PLANNING DOC
  - V.03.b AJ All Evals as of 11-12-19
  - V.03.c 2023\_BSES Program Assessment
  - V.03.d 2023\_SUS Program Assessment
  - V.03.e ENG and Create BFA outcomes
  - V.03.f Exercise Science Program Assessment 11-29-22
  - V.03.g 2 year plan and List of outcomes revised 6.2018
  - V.03.h ELOTD Assessment Plan Course Matrix 11.22
  - V.03.i ELOTD Assessment Plan est. Fall 2022
  - V.03.j DPT Assessment Plan\_2022\_draft
  - V.03.k DPT program Outcomes
  - V.03.l BUS490\_Fall 2021\_ Full report
  - V.03.m BUS490\_ Spring 2022\_ Cumulative data
  - V.03.n BUS490\_ Spring 2022\_ Full report
  - V.03.o Copy of 01 New PSLOs MBA BUS 699 Capstone Student Survey (Responses)
  - V.03.p Copy of 01 New PSLOs MBA Degree Assessment Student Survey (Responses)
  - V.03.q Copy of SP22 BUS Student Degree Assessment\_ rev 4.19.22 (Responses)
  - V.03.r Copy of SP22 Student Senior BUS Capstone Assessment (Responses)
  - V.03.s Copy of SP22 Student Senior DSA Capstone Assessment (Responses)
  - V.03.t BSUS Assessment plan
  - Samples of Assessment Plans, as Evidence of Planning:**
  - V.03.u ExerciseScience-BS-multiyrplan (1)
  - V.03.v HCIProgramPlanner\_FINAL
  - V.03.w History- PolSci- PoliStu -Intern
  - V.03.x OTD3yearplan2016-2019PSLOandProgGoals
  - V.03.y Professional Writing M
  - V.03.z Sustainability-MSUS-multiyrplan
  - V.03.a.1 Annual Program Report 2019-20\_mjl.docx
  - V.03.a.2 Chatham Annual Program Report ELOTD-PPOTD 2021-2022 9.30.22
  - V.NEW January, 2021 Assessment Committee
  - V.03.a.3 MUS Matrix and Outcomes
  - V.03.a.4 HS EXS Assessment Matrix
  - V.03.a.5 MPAS-PhysAssist-matrix.xlsx
  - V.03.a.6 PhysicalTherapyDPTAssessmentMatrix
  - V.03.a.7 Matrix Example
  - V.04.a CAS - Learning Outcomes 2024-25
  - V.04.b CHS Learning Outcomes\_AY2025-26
  - V.04.b.1 CoAES Self-Study Exercise Science\_Program Goals
  - V.04.b.2 Updated CoAES Competency Matching Form for 2025-26
  - V.04.b.3 Appendix\_A.1\_4.1.1\_Template\_Chatham\_MSAT\_program\_assessment\_master\_grid
  - V.04.c SBE Student Learning Outcomes
  - V.NEW Chatham - S-STEM - ProjectDescription 2.28.25
  - V.NEW Chatham - S-STEM - Supplementary Document 1
  - V.NEW Program Assessment Rubric 2022
  - V.03.a.8 DPT Physical Therapy\_Spring 2020
  - V.03.a.9 Dual Degree Master of Sustainability and MBA\_Spring 2020
  - V.03.b.1 MA in Communications\_Spring 2020
  - V.03.b.2 MA Interdisciplinary Design\_Spring 2020
  - V.03.b.3 MBA Business Administration\_Spring 2020
  - V.03.b.4 MS Counseling Psychology\_Spring 2020
  - V.03.b.5 BA Accounting\_Spring 2020
  - V.03.b.6 BA Biochemistry\_Spring 2020
  - V.03.d.2 BA PreK-4 Education\_Spring 2020
  - V.03.d.3 BA Women's and Gender Studies\_Spring 2020
  - V.03.b.9 BIA Interior Architecture\_Spring 2020
  - V.03.c.1 BS Biochemistry\_Spring 2020
  - V.03.c.2 BS Nursing\_Spring 2020
  - V.03.c.3 BS Sustainability\_Spring 2020
  - V.03.c.4 Pathways to Nursing\_Spring 2020
  - V.03.c.5 BA Arts Management\_Fall 2024
  - V.03.c.6 BA Immersive Media\_Fall 2024
  - V.03.c.7 BA PreK-4 Education\_Fall 2024
  - V.03.c.8 BA Women's and Gender Studies\_Fall 2024
  - V.03.c.9 BIA Interior Architecture\_Fall 2024
  - V.03.d.1 BS Chemistry\_Fall 2024
  - V.NEW February Assessment Meeting 2-26-2021 Minutes
  - V.NEW January Assessment Meeting 1-28-22 Minutes
  - V.NEW January Assessment Meeting 1-29-2021 Minutes
  - V.NEW May Assessment Meeting 05-03-22 Minutes
  - V.NEW October Assessment Meeting 10-08-21 Minutes
  - V.NEW October Assessment Meeting 10-16-20 Minutes
  - V.NEW October Assessment Meeting 10-28-19 Minutes
  - V.NEW September Assessment Committee Meeting 9-18-19 Minutes

- V.NEW Summer Assessment Committee Meeting 7-31-19 Minutes
  - V.NEW Assessment Committee 2020
  - V.NEW Assessment Committee presentation for Program Directors 10-17-2019
  - V.NEW Changing Program Assessment - March, 2025
  - V.NEW February 2020 Assessment Committee Meeting
  - V.NEW AAC&U Information Literacy Rubric - 2013
  - V.NEW August 18 Opening Week Faculty Presentation
  - V.NEW August 23, 2022 Opening Week Faculty Presentation
  - V.NEW CHS Graduate Data 2025
  - V.NEW Cohort Tracker 2025
  - V.03.b.8 Assessment Full Circle PLANNING DOC
  - V.03.b.7.b Program Assessment Plan Rubric 2021-2022 GENERAL
  - V.03.b.7.c Program Assessment Report TEMPLATE
  - V.NEW UG Bio to IDP-MPAS summary
  - III.15.d.1 Course\_Evaluation\_Template
  - III.15.d.2 Instructor\_Evaluation\_Template
  - III.15.d.3 SES Faculty Survey May 2023\_Report pulled 5.22.2023
  - III.15.a Abdulrahman\_Ali\_Abdulsattar\_2020\_Fall\_BIO\_503\_101 (2)
  - III.15.b Abebe\_Alyssa\_2021\_Fall\_PAS\_600\_103
  - III.15.c Abney\_Maurice\_2020\_Summer\_BUS\_551\_1
  - III.15.d Bauknecht\_Sara\_2020\_Spring\_COM\_213\_90
  - III.15.e Bayliss\_Nichole\_2021\_Fall\_PSY\_362\_1
  - III.15.f Block\_Ethan\_2021\_Fall\_BIO\_231\_1
  - III.15.g Butkewitsch\_Sergio\_2021\_Spring\_DSA\_411\_901
  - III.15.h Course\_Evaluation\_Template
  - III.15.i Fisher\_MaryDee\_2021\_Spring\_NUR\_799\_904
  - III.15.j Frey\_Sally\_2020\_Fall\_FST\_530\_201
  - III.15.k Grossmann\_Iris\_2021\_Fall\_SUS\_520\_201
  - III.15.l Hallows\_Wendy\_2022\_Spring\_CHM\_110\_2
  - III.15.m Johnson\_Linda\_MK\_2021\_Fall\_SUS\_201\_201
  - III.15.n Martin\_Lou\_2022\_Spring\_COM\_313\_1
  - III.15.o Ryan\_Edward\_2020\_Fall\_EXS\_426\_2
  - III.15.p SES Faculty Survey May 2023\_Report pulled 5.22.2023
  - III.15.q Sherrod\_Brad\_2022\_Spring\_NUR\_703\_904
  - III.15.r Spudic\_Nicolette\_2022\_Spring\_FST\_518\_201
  - III.15.s Whitney\_Mary\_2021\_Fall\_SUS\_203\_201
  - III.15.t Yamada\_Lauren\_2022\_Spring\_PAS\_638\_102
  - III.15.u Zanardelli\_Gina\_2022\_Spring\_PSY\_746\_101 (2)
3. Consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness.
    - V.10 2022 Destination Survey Executive Summary-2022 Data Collection
    - V.10 2023 First Destination Survey Executive Report Class of 2023
    - V.10 2024 Executive Summary and Overview for Class of 2024
  4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.
    - V.11-14 Chatham University Third-Party Provider Policy copy
  5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.
    - III.13.b Assessment Handbook

*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.*

# Chapter 6

## STANDARD VI

### Planning, Resources, and Institutional Improvement

#### Statement of Compliance

Chatham University affirms its compliance with Standard VI. This chapter, covering Standard VI, examines Chatham's work in strategic planning and goal-setting practices, budgeting and resource allocation, assessment and continuous improvement efforts, and maintaining the integrity of the institution's facilities and infrastructure. Chatham University's planning processes, resources, and organizational structures are designed to fulfill its mission, advance institutional priorities, and continuously improve programs and services. The university aligns strategic goals with financial, physical, technological, and human resources to support student success, academic quality, and operational resilience. Through planning, systematic assessment, and evidence-based decision-making, Chatham responds to emerging challenges and opportunities, positioning itself for long-term sustainability and fulfilling its mission.

#### Evidence of Compliance

##### Strategic Planning

Chatham University's mission, core values, and strategic plans provide the framework through which institutional priorities are established and resources are deployed. Strategic planning at Chatham is a structured, participatory process conducted every five years, engaging faculty, staff, administrators, and trustees in identifying goals, aligning actions, and assessing progress.

Chatham's strategic plans inform decisions regarding enrollment, financial practices, and campus investments. Since 2017, strategic priorities have been articulated through three institution-wide plans that define goals and establish measurable outcomes. These priorities inform unit-level actions, enabling divisions to align their initiatives and budgets with institutional direction.<sup>1</sup>

Following the successful reaccreditation in 2017, the campus community was energized with a renewed sense of purpose and optimism for a bright future. The next strategic plan for the institution, assembled by new President David Finegold in collaboration with a diverse team of faculty, staff, and students, was soon implemented to leverage the insights gained from the self-study and strategic planning process.<sup>2</sup> The plan emphasized five priority areas for improving the quality and accessibility of Chatham's offerings, with additional core values guiding the development and prioritization of worthy initiatives within each area. These were:

Over the next five years, Chatham will build upon our mission of creating educational opportunities and transforming lives through access, equity, health, and sustainability as we:

1. Enhance Academic Excellence and the Student Experience
2. Expand Our Leadership in Sustainability and Health
3. Improve Access and Affordability Through Innovation
4. Deepen Partnerships for Student and Alumni Success
5. Build University Capacity and Capabilities<sup>3</sup>

The 2017 Strategic Plan's five priority areas guided institutional activities and investments. Progress in each focus area was measured using defined indicators, including enrollment growth, new academic offerings, campus improvements, and financial performance. Divisions and units aligned annual goals and initiatives with these priorities. Examples of how the 2017 Strategic Plan was measured and influenced institutional decisions and resource allocations throughout the university include:

- **Enhancing Academic Excellence and the Student Experience:** Growth in undergraduate enrollment, expansion of athletics, and the launch of new academic programs such as the

<sup>1</sup> MSCHE Standard VI, Criterion 1.

<sup>2</sup> MSCHE Standard VI, Criterion 2.

<sup>3</sup> See Evidence: 2017 Strategic Plan, VI.08.b.

Bachelor of Arts in Immersive Media and the Master of Science in Athletic Training.

- **Expanding Leadership in Health and Sustainability:** The Falk School experienced growth in enrollment (especially in Environmental Science), and the university enhanced regional engagement through initiatives such as the Center for Regional Agriculture, Food, and Transformation (CRAFT).
- **Improving Access and Affordability:** Revisions to pricing models (e.g., Tuition Lock) and expanded online offerings increased flexibility and competitiveness while strengthening outcomes in areas such as internships and career placement.
- **Building University Capacity and Capabilities:** The university completed a multi-year Institutional Master Plan for the Shadyside Campus, while investing in systems and processes to enhance the student experience. This included the rollout of the Cougars Care system and enhancements to enrollment and financial aid platforms.
- **Improving Financial Sustainability:** The completion of the most extensive campaign (NEXT) in the university's history, along with growth in scholarship support, strengthened the institution's ability to expand opportunities for students.

In line with a five-year strategic planning cycle, President Finegold established a Strategic Planning Steering Committee (SPSC) in 2021, comprising students, faculty, staff, administrators, alumni, and trustees, to oversee the development of Chatham's next strategic plan. The SPSC worked closely with five working groups, organized around five broad topics, to yield a new strategic plan focused on six strategic areas.<sup>4</sup>

The new plan was launched publicly in February of 2023 with a campus email and website outlining the planning process and plan details. However, implementation of the new strategic plan was halted due to the challenges attendant to the departure of President Finegold in the spring of 2023 and Chatham's new President, Rhonda Phillips, beginning her tenure on July 1, 2023. In addition to the leadership transition, the plan was no longer relevant due to the need for President Phillips and the university community to better understand and address a multimillion-dollar operating budget gap now facing Chatham, as well as many other schools across the country (e.g., WVU, Penn State), around the same time.

Rather than implementing a strategic plan that did not reflect the pressing institutional priorities and financial challenges the university faced in the summer of 2023, President Phillips sunsetted the existing strategic plan to develop a more agile and responsive framework. With time of the essence, the university did not pursue a traditional, lengthy strategic planning process; instead, it implemented a nimble, top-down tactical two-year action plan focused on addressing the university's most pressing issues, including improving financial and operational stability.

The plan, titled RENEW 2025, established three priority areas with university-wide goals under each:

- **Furthering Academic Excellence and Student Success**
  - Review, reset, and optimize academic programs and curriculum.
  - Launch programs built on mission, workforce needs, and market potential.
  - Further educational access and affordability for students.

#### • Enhancing the Campus Experience

- Expand facilities, technology, and academic programming to enhance the student experience and support institutional growth.
- Develop and implement a sustainable funding model for long-term facilities maintenance and capital needs.
- Renovate and restore historic buildings and the arboretum to preserve campus character and improve functionality.

#### • Improving Fiscal and Operational Sustainability

- Align costs and revenue.
- Invest in new financial systems and analytics.
- Partner for procurement and other university services.<sup>5</sup>

Through regular board meetings, email, and in-person employee updates, progress on RENEW 2025 goals and department or university-level initiatives was shared with the campus community throughout each academic year. Examples include the implementation of Workday Platform, the launch of the new School of Business & Enterprise, academic program reviews, operational efficiency reviews, and graduate program repricing pilots.

With significant progress made on RENEW 2025, President Phillips departed Chatham in May 2025. Provost Lisa Lambert was named interim president in June and the permanent president in October of the same year. Shortly after the October appointment, President Lambert announced that a new campus-wide strategic planning process would commence in the spring of 2026 to develop the university's next five-year strategic plan. As was the case with the 2017 strategic plan, the timing of Chatham's next strategic plan will parallel Chatham's self-study and accreditation, creating another unique opportunity to align strategic planning and self-study assessment in support of the university's mission.

### Budgeting and Financial Planning

As a private university with multiple instructional sites, diverse academic programs (across undergraduate and graduate levels), and a broad range of auxiliary operations, Chatham University's budgeting and financial planning processes are multifaceted and iterative. Several major revenue streams, including tuition and fees, auxiliary enterprises, philanthropy, endowment support, and other institutional income, support the university's operating budget. Each annual budget cycle begins with guidance from the Business Office to all budget administrators, outlining institutional assumptions, expectations for expense management, and the timeline and tools to be used for the upcoming fiscal year. For the fiscal year 2026 (AY2025–2026) budget, for example, budget development began with a university-wide communication and workshop that framed the budget within Chatham's ongoing efforts to close a structural budget gap, implement Workday Platform, and plan for multi-year financial sustainability.

The process is intentionally bottom-up, and each phase of budget development is designed to ensure that financial decisions are grounded in the departments and align with Chatham's mission, departmental goals, and institutional objectives. Budget managers are responsible for preparing multi-year projections of enrollment revenues (when applicable) and expenses using standardized templates that incorporate prior-year actuals, current performance, and known commitments. These projections do more than quantify financial needs; they articulate

<sup>4</sup> See Evidence: Strategic Planning 9-12-22.pdf, VI.08.NEW

<sup>5</sup> MSCHE Standard VI, Criterion 3; see Evidence: RENEW 2025, VI.08.a.



how proposed expenditures support unit-level objectives that, in turn, advance institutional priorities. This process has been conducted within spreadsheets for many years due to limitations in the institution's aging finance system (Dynamics). With the implementation of the Workday Platform, budget administrators, deans, and other cabinet members, as well as vice presidents, will now have real-time access to their financial information, empowering them to make more informed requests for their budget allocations.

Once the budget guidance has been distributed from the Business Office, department-level and divisional budget administrators review their budgets with the vice presidents or deans for additional feedback and input. Each budget administrator also meets with the director of budgeting and the chief financial and administrative officer (CFAO) to discuss and review budget submissions. Once departmental and program budgets are submitted, the Business Office assesses submissions in the aggregate and collaborates with the President's Leadership Team to refine assumptions, prioritize requests, and evaluate proposals against enrollment projections, operational realities, and strategic initiatives. This iterative process ensures that the budget becomes a financial expression of the university's strategic direction, with resource allocation decisions reinforcing areas of institutional strength, addressing identified challenges, and supporting mission-driven growth.<sup>6</sup>

A preliminary budget is presented and discussed with the Finance Committee of the Board of Trustees, then presented to the full board at its June meeting. Between June and August, the preliminary budget guides the university and is finalized based on fall enrollment and fiscal year-end closeout, then presented to the board for full approval at its October meeting.

To strengthen transparency and enhance shared governance in financial decision-making, Chatham established a University Budget Committee in 2024, with its first cycle of work beginning during the FY2025–26 budget development period in the spring of 2025. The committee includes employee representation from across the university and serves as a structured forum to examine financial assumptions, consider competing priorities, and provide input before the budget is finalized. Its work complements that of senior leadership by broadening the perspectives that shape institutional choices and by reinforcing that financial planning is not an isolated administrative task, but a deliberative process tied to data, mission, and long-term objectives. The role and responsibilities of the committee will continue to be refined and integrated into the budgeting process in the next budget cycle.

Together, these budgeting practices ensure that Chatham's budgeting process operates as more than an annual accounting exercise. It is a strategically integrated system in which projections, priorities, goals, and broad-based participation converge to inform resource allocation.

### Financial Responsibility, Transparency, and Auditing

Chatham University strives to be a responsible and transparent steward of its financial resources, maintaining a system of financial oversight to ensure accountability, protect institutional assets, and support long-term sustainability. The university publicly provides access to its IRS Form 990 filings and audited financial statements on its website, reinforcing Chatham's commitment to openness in the communication of financial information to stakeholders, accreditors, and the broader community.

In response to the structural operating budget gap identified in 2023, the university undertook significant enhancements to its financial oversight framework. In the 2024-2025 academic year, the board initiated a process to select a new auditing firm. Following the proposal process, the board approved the university to transition from its long-time external auditing firm, Schneider Downs, to CliftonLarsonAllen (CLA), a nationally recognized higher education audit firm, to bring a fresh perspective, deeper benchmarking capacity, and stronger analytics to the audit process. This auditor transition was part of a purposeful, institution-wide effort to improve financial visibility, enhance internal controls, and ensure that the university's fiscal practices meet evolving best practices in the sector. The fiscal year 2025 audit was completed on time, and CLA issued a "clean or unmodified" opinion, stating that the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.<sup>7</sup>

Another change that was made to strengthen governance and board oversight further was the Board of Trustees' decision to elevate the Audit & Risk Subcommittee, previously a subcommittee of the Finance Committee, to a full-standing committee of the board. This structural change expanded the board's direct line-of-sight into financial reporting, enterprise risk management, and audit functions, while ensuring that financial and operational risks receive focused, board-level attention. The committee now regularly reviews audit findings, management responses, and compliance activities, and works closely with senior leadership to monitor corrective actions and mitigate material risks.

Together, these measures underscore Chatham's proactive approach to financial responsibility and transparency. By making its audited statements and 990s publicly available, engaging independent third-party auditors, and strengthening board governance structures, Chatham demonstrates an explicit institutional commitment to safeguarding resources, ensuring fiscal integrity, enhancing transparency, and supporting mission-aligned decision-making through sound financial management.

### Fiscal Resources

#### Financial Resources: Revenues, Expenses, and Resource Allocation

Chatham University's operating revenue totaled \$61.5 million in FY25, generated through a diversified set of sources that sustain the institution's academic mission and operations. Most of the institution's funding is derived from tuition and fees, which account for \$44.4 million, or 72 percent of revenue, supporting the instructional and student experience across undergraduate and graduate programs. Within net tuition revenue, Chatham has a diversified and balanced enrollment and tuition revenue stream, with undergraduate enrollment accounting for 54% of net tuition and graduate enrollment at 46%.

Additional diversified revenue is generated from:

- Auxiliary enterprises, including housing, dining, events, rentals, and retail operations, support student life and partially offset institutional costs.
- Private gifts and contributions provide donor-directed support for scholarships, facilities, and academic initiatives.
- Federal grants support mission-aligned research and programmatic activities.

<sup>6</sup> MSCHE Standard VI, Criterion 5.

<sup>7</sup> See Evidence: Chatham CLA Closing Presentation 10.15.25, VI.33.a.

- Investment and interest income help stabilize operations and support endowed commitments.

Together, these revenue streams form the fiscal foundation upon which Chatham delivers education, supports students, and advances institutional priorities, including potential areas of focus for revenue growth opportunity and planning.

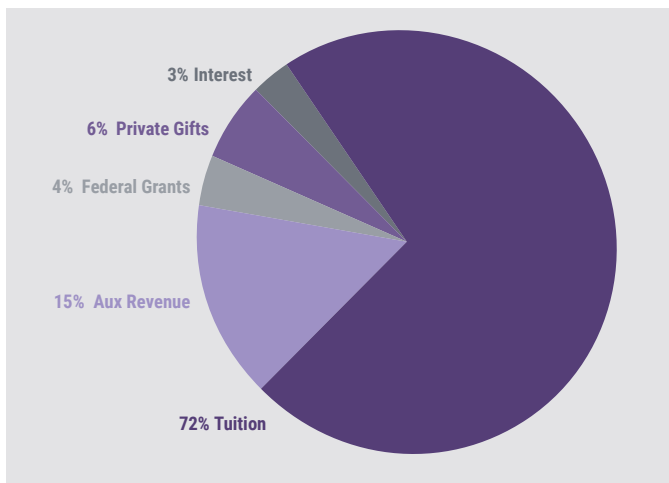


Figure 6.1 Revenue Distribution FY25

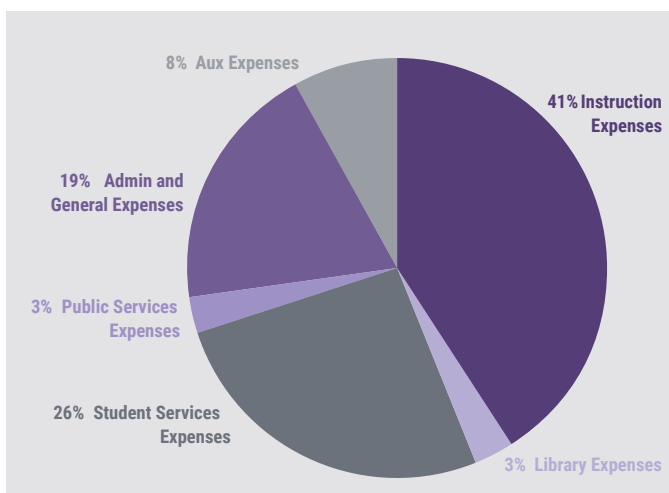


Figure 6.2 Expense Allocation FY25

Chatham's total operating expenses for FY25 were \$72.9 million, reflecting investments in instruction, student services, and the administrative and physical infrastructure required to serve a comprehensive university. They include:

- Instructional expenses represent faculty compensation, academic delivery, and curriculum resources.
- Student services for academic advising, coaching, counseling, athletics, and campus engagement.
- Administrative and general operations supporting leadership, finance, human resources, compliance, and information technology.

- Other expenses include auxiliary operations, library and academic support services, and public service activities.

Collectively, these expenditures demonstrate how Chatham utilizes institutional resources to maintain academic quality, support students, and ensure operational effectiveness.<sup>8</sup> Additionally, Chatham's expenses reflect a cost structure driven by offering both undergraduate and graduate programs, as well as supporting multiple campus locations, which have contributed to higher operational demands than those of many of our peers.

### Regional Peer Analysis

A recent comparison of the 2024 audited fiscal year (FY24) statements between Chatham and two Presidents' Athletic Conference peers, Washington & Jefferson College (W&J) and Allegheny College, illustrates the uniquely scaled and structurally distinct fiscal resources environment in which Chatham operates. While all three institutions serve roughly similar numbers of undergraduate students, Chatham has three campus locations to support and enrolls a significantly larger overall student population (2,059 students) due to its graduate programs, which neither of the other two schools offers.

On the expense side, Chatham's FY24 operating costs totaled \$71.7 million, which is \$2.8 million higher than the average of the two peers. The most significant variances are concentrated in instruction and student services, where Chatham spends \$7.4 million and \$2.5 million more, respectively, than the peer average, aligning with Chatham's larger faculty complement (a Common Data Set analysis showed Chatham's faculty size at 349 total full and part-time faculty members, compared to 140 at W&J and 176 at Allegheny), mix of both undergraduate and graduate programming, and multiple campus locations.

On the revenue side, Chatham's operating model produces materially different results than its peers. Even before donor-restricted support, Chatham generates \$58.2 million in unrestricted revenue, which is \$4.1 million above the peer average, primarily due to significant differences in net tuition revenue. Furthermore, when including both restricted and unrestricted revenues, the gap between Chatham and the competitor average widens substantially in areas such as philanthropy and investment returns, where peer institutions, particularly Allegheny, benefit from materially larger endowments and giving portfolios that support scholarships and other needs, offsetting lower net tuition revenue.

Taken together, these comparisons demonstrate that Chatham operates at a larger scale and with a more complex academic mix than PAC counterparts, resulting in higher expenses. While tuition revenue is favorable and significant compared to peers due to the mix of undergraduate and graduate programs, Chatham is underperforming in philanthropy and auxiliary revenues, presenting an opportunity for renewed focus and revenue growth.

<sup>8</sup> MSCHE Standard VI, Criterion 6.

## Operating Budget Gap Overview

As noted in the FY25 audited financial statements, Chatham University's operating revenues totaled \$61.5 million, while operating expenses were \$72.9 million, resulting in an operating budget gap reflecting the extent to which recurring operating expenditures exceeded the university's annual operating revenues before non-routine items.

To close the FY24 and FY25 gaps, the university utilized approved non-operating resources, including the sale of real estate property and the donor-authorized use of restricted funds released from restrictions, all of which were applied in accordance with donor intent and board approval. The combination of these resources offset the operating shortfall, enabling the university to meet its obligations without interruption. Chatham concluded FY25 with total net assets of \$123.7 million and cash and cash equivalents of \$1.8 million.

For FY26, Chatham is pursuing a comparable approach that includes the sale-leaseback of Chatham Eastside to reduce debt and close the operating budget gap, supplemented by other targeted real estate divestment, authorized donor fund utilization, and initiatives to grow enrollment, enhance fundraising, and streamline operations.

## Causes of the Operating Budget Gap

Chatham's operating budget gap stems from a convergence of structural, operational, and reporting issues that accumulated over multiple years. The university had experienced smaller operational deficits intermittently in past fiscal years, which were offset with supplemental endowment draws.

During the 2022-2023 academic year, which coincided with the presidential transition from David Finegold to Rhonda Phillips, the board was informed by the president and the vice president of Finance and Administration that a significant operating budget gap had emerged, despite the approved budget, and was forecasted to increase substantially. In response, the Board of Trustees worked with The Registry to select and hire an Interim Chief Operations Officer in the spring of 2023, tasking them with understanding and addressing the factors contributing to the budget gap. From the spring of 2023 through the spring of 2024, the Interim COO worked with the board, President Phillips, and the leadership team to identify and communicate the factors driving the budget gap, while implementing measures to address the causes and reduce the gap.

Information on the budget gap (investigated causes and responses) was communicated to employees and students in July and August 2023 (and at other points during the academic year). After all contributing factors were confirmed or better understood, a final report was issued in March 2024 at an employee update meeting. The primary factors that were identified are as follows:

### 1. Revenue and Enrollment Pressures

While undergraduate enrollment grew significantly from 2014 through 2023, Chatham experienced incremental declines in graduate enrollment and associated tuition revenue, particularly in programs that had historically generated positive net contributions. At the same time, despite growing enrollment, competitive pressure on undergraduate discounting constrained net tuition growth, and the loss of a long-term Eastside tenant removed recurring lease income, widening the gap between revenues and expenses.

### 2. Expense Growth Outpacing Operating Revenues

The university's expense structure continued to reflect a larger and more complex institution with multiple locations. Investments in personnel, academic delivery, student support, and multi-campus operations increased costs at a pace not matched by recurring revenues, creating a structural imbalance.

### 3. Reliance on Non-Operating Offsets

To sustain operations, Chatham periodically drew on supplemental funds from a board-designated investment portfolio and relied on the temporary federal COVID-19 relief fund when available. While these were appropriate and board-authorized actions, they masked the extent of the recurring operating deficit and delayed recognition of the underlying gap once these one-time sources expired.

### 4. Accounting and Reporting Limitations

Chatham's legacy finance system, Dynamics, and reliance on a modified cash accounting approach in financial management reports to the leadership team, board, and community did not fully capture all accrued expenses or financial obligations necessary for decision-making. The university lacked a process to reconcile cash-based management reporting with accrual accounting and financial statements, resulting in errors and omissions that went undetected in budgets.

### 5. Budgeting and Communication Gaps

Revenue forecasting, cost modeling, and cross-unit financial communication processes lacked consistency and shared visibility, while relying heavily on spreadsheets and manual processes. As a result, budget assumptions were not always fully aligned across departments, and spending decisions were occasionally made without a complete financial context.

### 6. Leadership Turnover and Internal Control Errors and Gaps

An aging accounting system with limited reporting and automation, the retirement of a long-serving chief financial officer, and turnover within the Business Office resulted in gaps in institutional memory and disrupted financial oversight. During this period, accounting and budgeting errors occurred, including the failure to adjust preliminary budget revenue and expense assumptions to the approved budget (based on actual enrollment) and the omission of multi-million-dollar lease expenses from internal management budget reports. Although these costs were adequately reflected in audited financial statements, their absence from operational budget documents led to decisions based on incomplete and inaccurate financial information.

Together, these factors created conditions in which recurring expenditures outpaced recurring revenues, and temporary or incomplete financial reporting delayed recognition of the structural imbalance at the leadership and board level. The university has implemented changes and pursued initiatives to address the causes that led to the budget gap and a lack of visibility, understanding, and transparency regarding the actual state of university finances (see sidebar).

### Gap Causes with Related Corrective Actions

The university has undertaken a series of intentional, system-level changes to address the structural and operational factors that contributed to the operating budget gap. The list below outlines corrective actions implemented to strengthen financial management, improve transparency, and position Chatham for long-term fiscal sustainability.

Causes	Responses
<ol style="list-style-type: none"> <li>1. Revenue and Enrollment Pressures</li> <li>2. Expense Growth Outpacing Operating Revenues</li> <li>3. Reliance on Non-Operating Offsets</li> <li>4. Accounting and Reporting Limitations</li> <li>5. Budgeting and Communication Gaps</li> <li>6. Leadership Turnover and Internal Control Errors and Gaps</li> </ol>	<ul style="list-style-type: none"> <li>• Rebuilt the finance team with experienced leaders in accounting, budgeting, and audit compliance.</li> <li>• Strengthened internal controls, including documentation, reconciliation, approval processes for all activity and variance analysis protocols.</li> <li>• Implemented training and cross-departmental knowledge transfer processes to prevent dependency on individual staff.</li> <li>• Corrected budget reporting errors and ensured alignment between enrollment-based revenue assumptions, operating budgets, management reports, and audited financials.</li> <li>• Repositioned academic offerings, including program consolidations, targeted program support, and new program development where demand exists.</li> <li>• Implemented new enrollment management and financial aid strategies and partnerships, while also hiring a new interim vice president for Enrollment Management.</li> <li>• Developed new pricing models for graduate programs to increase affordability and competitiveness.</li> <li>• Launched a new athletic team to respond to the fastest-growing NCAA sport opportunity (wrestling).</li> <li>• Re-aligned staffing levels and expenditures, while making other changes to policies and department reorganizations.</li> <li>• Reduced operating expenses through renegotiated vendor contracts and structural consolidation of services.</li> <li>• Improved facilities utilization and reduced campus footprint obligations.</li> <li>• Implemented cost controls and expense monitoring aligned to enrollment-driven budgets.</li> <li>• Adopted new financial reporting standards and transparency protocols for leadership and board oversight.</li> <li>• Limited endowment draws to reduce supplemental endowment support and build back investment fund value.</li> <li>• Launched Workday Platform to replace legacy systems and integrate real-time reporting.</li> </ul>

## Financial Planning for Growth and Stability

Chatham is implementing a coordinated, multi-year financial plan designed to strengthen its fiscal foundation, improve liquidity, and ensure long-term sustainability.<sup>9</sup> Building on the improved transparency and accountability measures now in place, the university has adopted a three-pronged strategy focused on:

1. Lowering debt levels and service.
2. Reducing expenses and improving operating efficiency.
3. Growing recurring revenues through:
  - a. Enrollment, athletics, and academic initiatives, with an emphasis on undergraduate growth and graduate program stability.
  - b. Robust philanthropic and endowment fundraising efforts, including the first comprehensive campaign (with a target of \$50-\$75M) in over seven years.

### Debt Reduction and Capital Strategy

Chatham University has identified debt reduction as a critical component of its long-term financial stability and operational resilience. Debt service currently represents approximately thirteen percent of institutional expenses in the FY26 budget, an allocation that constrains liquidity, can depress the university's Financial Responsibility Ratio (FRR), and limits the institution's ability to invest in mission-aligned priorities. Chatham's debt levels and related ratios do not compare favorably to Standard & Poor's BBB-grade median benchmarks, indicating the need for structural correction rather than incremental adjustment.

To address this imbalance, the university has adopted a comprehensive capital and debt management plan focused on reducing overall debt obligations, lowering annual debt service, and realigning campus assets with programmatic and enrollment needs. The objective is to reduce debt to approximately half of current levels, a threshold that would materially improve Chatham's operating capacity and balance sheet strength.

Key strategies underway include:

- Sale of non-essential residential properties located near the Shadyside and Eden Hall campuses. These homes are neither required for academic or operational purposes nor viable as rental assets. Divesting from these holdings reduces maintenance obligations and converts dormant capital into liquidity dedicated to debt reduction.
- Sale of the Chatham Eastside building with a lease-back structure that preserves academic and program continuity while eliminating ownership-related debt, capital obligations, and depreciation impact. This structure provides long-term operational flexibility and aligns fixed costs with actual space utilization.
- Strategic land utilization planning at Eden Hall, including the evaluation of partnerships and exploration of parcel use that are not central to academic programs or future development scenarios.
- Reduction of ongoing technology and other capital purchases previously financed through lease debt, including the elimination of the undergraduate one-to-one laptop program and new approaches to employee and computer lifecycle management and cash purchasing.

Combined, these actions advance a proactive capital strategy designed to:

- Reduce annual debt service obligations and improve cash flow,
- Continue to enhance the university's FRR and financial ratios,
- Lower structural costs unrelated to core mission delivery, and
- Create capacity for investments in enrollment growth, facilities modernization, and philanthropy-driven initiatives.

By realigning capital assets, reducing fixed obligations, and pursuing divestment of non-essential real estate, Chatham is strengthening its financial foundation and positioning itself for sustained operational support, mission-focused investment, and long-term institutional vitality.

### Operational Streamlining and Expense Controls

Chatham is reshaping its operating model to ensure that institutional resources are aligned with enrollment, mission priorities, and long-term financial capacity. In addition to debt reduction, the university aims to reduce recurring operating costs through targeted restructuring, modernization of administrative functions, and the elimination of inefficiencies.

Examples of these initiatives include:

- Ongoing work with expense consultants, ERA Group, on spending, contracts, and alternative solutions for service contracts to save money and enhance services.
- Centralization of facilities management leadership, budget management, and service contracts across all three locations, rather than within individual locations.
- Reorganization of Information Technology Services into a leadership team model with lower headcount, but better staff alignment and investment to support university needs and a competitive IT workforce.
- Leadership team and organizational changes, including the elimination of a Chief of Staff position and the introduction of new streamlined divisions, such as Academic Success and Campus Services.
- Creation of new policies on course enrollment limits and course timings, leading to a significant reduction in adjunct costs of 18.6% from 2023 to 2025.

These changes lower recurring expenses, improve service efficiency, and position the university to reinvest resources in academic delivery, enrollment growth, and philanthropy-driven initiatives.

### Revenue Growth Through Enrollment, Athletics, and Academics

Since transitioning to an all-gender university in 2014, Chatham has experienced an incremental decline in graduate programs, in contrast to the generally consistent growth in undergraduate enrollment year-over-year up to 2023. The emergence of the budget gap in spring/summer 2023, and the subsequent reputational issues in the public and media stemming from the university's responses, contributed to undergraduate enrollment declines in the fall of 2024 and 2025. These trends followed the enrollment of its second-largest incoming class in the fall of 2023, showing the impact of the budget gap on Chatham's reputation and enrollment.

<sup>9</sup> MSCHE Standard VI, Criterion 7.



While Chatham aims to streamline operations, lower debt, and reduce costs, the institution's long-term stability depends on continuing to rebuild its reputation and return undergraduate enrollment to a historic median of (375 to 425 new incoming students), while stabilizing graduate enrollment. Examples of key strategies deployed under each category include:

#### Enrollment

- Expansion of undergraduate recruitment pipelines, emphasizing regional growth, employer partnerships, academic pathways, and market-relevant programs.
- Improved financial aid packaging in collaboration with a new Financial Aid Packaging and Consulting firm, Kennedy & Co., to increase the competitiveness of undergraduate financial assistance and optimize enrollment.
- Strategic graduate program repositioning and pricing reforms that improve affordability and competitiveness (while helping to address pending federal loan changes), particularly in areas of existing brand strength.
- Continued and expanded partnership with local employers for workforce education, such as existing partnerships with UPMC for nursing education.
- Hiring of a new Interim VP of Enrollment Management and reinvestment in high-impact marketing and enrollment activities.

#### Athletics

- Targeted investment in existing and new athletics programs (e.g., wrestling) that drive enrollment, brand visibility, and net tuition contribution.<sup>10</sup>
- Leveraging athletics recruitment in regional and emerging markets underserved by comparable institutions.

#### Academics

- Changes to the process for proposing new academic programs that require academic units to consult with Marketing and Communications on market research and Enrollment Management, which maintains admissions and enrollment analyses, to ensure that new programs are aligned with market and enrollment demand.
- Collaboration with new external partners, such as Rize Education (discussed in more detail in Chapter 3), to launch new programs that the university cannot currently support with its own full-time faculty.
- Enhance the Integrated Degree Program (IDP) initiative (also discussed in Chapter 3) to increase undergraduate and graduate enrollment by improving the pathways that guide undergraduates through these programs and prepare them for the rigors of graduate work.

#### Revenue Growth Through Enhanced Philanthropy and Campaign

Philanthropy represents Chatham's most significant long-term opportunity to diversify revenues, reduce reliance on tuition, and build the endowment necessary to support institutional priorities. However, the university's campaign cadence has not kept pace with national best practices. According to the Council for Advancement and Support of Education (CASE), comprehensive campaigns typically span 5-8 years, with many institutions launching a subsequent campaign every 8-10

years to maintain donor engagement, sustain prospect pipelines, and secure transformational gifts.

Chatham's recent campaign history reflects substantial gaps between efforts:

- Late 1990s: *Keep the Vision Splendid* (\$35 million)
- 2010-2018: *NEXT, The Campaign for Chatham* (\$100 million)
- 2018-2025: Seven-year period with no comprehensive campaign

This lapse has limited donor cultivation, reduced visibility in the philanthropic marketplace, and constrained endowment growth at a time when peer institutions have continued to strengthen their financial bases through recurring campaigns. As a result, Chatham's current philanthropic position does not yet reflect the institution's academic scale, enrollment diversity, or mission impact—and this gap now hinders competitiveness, advancement pipeline development, and donor readiness.

To further validate this opportunity, the university engaged external campaign consultants who conducted a donor capacity and feasibility assessment. Their analysis confirmed that Chatham's donor base has the capacity to support a comprehensive campaign in the range of \$50–\$75 million, validating both the scale of institutional need and the strength of market potential. This third-party affirmation provides a critical foundation for launching Chatham's next campaign in 2026.

Reestablishing a disciplined campaign rhythm is crucial for addressing the present philanthropic underperformance relative to peers and for unlocking the long-term balance sheet strength necessary to support operations, scholarships, athletics, academic excellence, and overall institutional resilience.

#### Multi-Year Financial Outlook and Institutional Impact

Taken together, Chatham's debt restructuring, expense reduction efforts, operational efficiencies, and revenue development strategies are forming the basis of a coordinated multi-year financial plan designed to restore structural balance and build long-term fiscal resilience.

The plan is built around the following strategies:

##### Year 1 (FY25–FY26): Stabilization and Structural Reset

- Reduce operating expenditures through organizational efficiencies.
- Continue debt reduction through the divestment of non-essential real estate (and sale, lease-back of Chatham Eastside) to lower annual debt service and improve liquidity.
- Implement new financial aid discounting, graduate program pricing, enrollment strategies, and marketing investments, as well as academic and athletic initiatives, to increase net tuition revenue.
- Complete feasibility and readiness work for the next comprehensive campaign in conjunction with new strategic plan process.

##### Year 2 (FY26–FY27): Capacity Building and Revenue Acceleration

- Realize savings from reduced debt service and streamlined operations, while continuing strategic real estate reviews for other campus properties, including Eden Hall.
- Scale enrollment, academic, marketing, and athletics growth initiatives in alignment with new strategic plan priorities.

<sup>10</sup> Chatham is strategic in selecting collegiate sports to add. For the 2026-2027 academic year, the university is adding men's and women's wrestling; this decision was made based on evidence that the sport is growing (women's wrestling is the fastest growing sport in the country, and Pennsylvania is a leading state in the growth of the sport).



- Begin execution of a comprehensive campaign targeting \$50–\$75 million to strengthen the endowment, scholarships, and mission-aligned investments.
- Reinforce multi-year forecasting and financial reporting cycles to support proactive decision-making.

#### Year 3-4 (FY27–FY29): Financial Repositioning and Investment

- Reach sustainable alignment between recurring revenues and recurring expenses.
- Deploy campaign proceeds and increased philanthropic support to fund academic innovation, space modernization, and student-focused initiatives.
- Position Chatham to reinvest strategically in growth opportunities.

Aligning with the self-study process, Chatham's Leadership Team has developed a draft multi-year detailed financial model that supports the plan's strategies outlined above. A multi-year enrollment and operating forecast has been created, reflecting the university's approach to closing the operating gap, enhancing liquidity, maintaining responsible fiscal management, and making measurable progress toward long-term financial stability. This model is being shared at the February 2026 Board meeting for review and input from the Board. This will be shared with the community following the board meeting and available for the self-study team's visit in March 2026.

#### Cash Reserves, Liquidity, and Risk Mitigation

Recognizing the inherent uncertainty in enrollment and revenue projections, Chatham maintains multiple layers of liquidity and financial flexibility to manage short-term variances and protect institutional operations should enrollment outcomes fall below plan. These resources, as outlined in the FY25 audited statements, enable the university to absorb timing differences, temporary revenue shortfalls, or slower-than-anticipated enrollment or fundraising growth. This ensures operations while allowing time for corrective actions to be implemented in current and future fiscal years.

As of June 30, 2025 (audited financial statements), the university has approximately \$12.5 million in financial assets available for general expenditure within one year, including cash and cash equivalents, spendable investment balances, receivables, and anticipated endowment draw. Additionally, the university maintains a \$5 million revolving line of credit to support seasonal cash flow needs and provide immediate liquidity as needed.

Beyond near-term cash, Chatham has meaningful internal flexibility through unrestricted investment balances. These can be accessed to support operations temporarily, as well as donor and board-authorized endowment spending flexibility through FY27 that allows for extraordinary draws above the standard spending rate, subject to market value thresholds. This authority provides an additional, time-limited liquidity backstop while structural improvements to the operating model are completed.

As previously shared, the university also retains optionality through its real estate portfolio. The planned sale-leaseback of Chatham Eastside, along with other board-approved property transactions if needed, represents a significant source of non-operating liquidity that can be deployed to reduce debt, strengthen reserves, or stabilize operations without impairing academic delivery.

Taken together, these liquidity resources and contingency options provide Chatham with sufficient capacity to manage downside enrollment and revenue risk while maintaining operational continuity, protecting students, and preserving long-term institutional viability.

#### Human Resources (HR)

Chatham's centralized Human Resources (HR) department partners with university leadership to ensure that the institution recruits, develops, and retains a qualified and diverse workforce. The office comprises professional staff and vendor partners with expertise in talent acquisition, benefits administration, compensation and job classification, employee and labor relations, performance evaluation, organizational development, learning and training programs, compliance, and HR information systems.

Chatham University maintains the human capital, organizational structures, and personnel systems required to support its mission, academic programs, and strategic goals. As of Fall 2025, Chatham employed 127 full-time faculty members, 347 part-time faculty members, and 297 staff members (239 full-time and 58 part-time).<sup>11</sup> Staffing levels are sufficient to meet operational needs, deliver high-quality education and services, support the university's educational mission, and advance its strategic initiatives. All employees, regardless of their role, are subject to university-wide policies and procedures that ensure compliance with applicable laws and institutional values.<sup>12</sup>

#### Staff Reductions and Compensation

In the summer of 2023, twenty staff employee positions were eliminated. Additionally, several vice presidents were replaced, and reporting and departmental reorganizations took place to streamline administrative and reporting structures. These changes were part of the university's efforts to realign its operations and reduce expenses, helping to address an operating budget gap. Additionally, the university implemented a series of hiring freezes, benefit changes, and progressive salary reductions aimed at protecting lower-paid employees while contributing to budget stabilization. These included a 10% reduction in leadership team salaries and a 5% reduction for non-union staff and faculty earning over \$100,000 a year. No reductions were applied to employees earning less than \$100,000 per year as part of an effort to limit the impact on those who could be most affected by the changes. No faculty positions were eliminated, except for those resulting from departures or retirements that did not require replacement due to enrollment and budgetary needs.

To maintain competitive and equitable compensation practices, Chatham benchmarks faculty and staff salaries against those of peer institutions and industry standards. The institution engaged external HR consultants, 3C Consulting, in 2017-2018 to conduct the first-ever comprehensive compensation study. This study reviewed all employee positions, established market ranges, and resulted in targeted salary adjustments for key employee groups that fell below market minimums. The university engaged 3C to review and update the study in the 2021-2022 academic year, validating that Chatham positions were within established (and updated) ranges, with no one falling below the benchmark minimum. Following this study, Chatham implemented a 3% cost-of-living increase effective January 1, 2023, and had budgeted a pool for additional position market adjustments; however, this was removed due to budget concerns.

<sup>11</sup> See Evidence: HR – Faculty and Staff Headcount, III.08.j.

<sup>12</sup> MSCHE Standard VI, Criterion 6.

These efforts reflect the university's commitment to fair compensation, transparency, and talent retention. However, due to institutional reorganization and the operating budget gap, Chatham has been unable to provide institution-wide cost-of-living or merit increases since the last one in 2023. The only exceptions during this period have been salary adjustments associated with approved faculty and staff promotions. Both the administration and the Board of Trustees acknowledge that the lack of ongoing annual increases is not sustainable, poses a risk to recruitment and retention, and must be addressed as part of long-term financial planning. This issue was discussed at the October 2025 board meeting, and further deliberation, including potential strategies and funding options, is scheduled for the February 2026 meeting. These ongoing discussions underscore the university's recognition that competitive compensation is essential to institutional health, employee morale, and Chatham's ability to attract and retain high-quality faculty and staff. The strength of these human resources, and the emphasis on open communication between the board, the administration, staff, and faculty demonstrate the institutional commitment to shared responsibility and accountability for the university's ongoing efforts to live out its mission effectively.<sup>13</sup>

### Reinstatement of Faculty Tenure

A critical change and investment in Chatham's human resources was the reinstatement of faculty tenure in 2022, replacing the capstone renewable contract system that had been in place since 2005. This initiative emerged from a multi-year, evidence-based process led by faculty, supported by academic leadership, and endorsed by the Board of Trustees. On February 11, 2022, the board approved the reinstatement of tenure, contingent upon the faculty's full endorsement. Under the revised system, full-time faculty are hired into tenure-track roles with a seven-year probationary period, and evaluations remain grounded in the established criteria of teaching, scholarship, and service. Faculty holding capstone contracts were transitioned to the new tenure structure, ensuring a unified and transparent employment framework for all full-time faculty. Reinstating tenure aligns Chatham's faculty model with that of peer master's and doctoral institutions. It has also positively influenced hiring competitiveness, academic morale, scholarly identity, and institutional reputation while positioning Chatham to attract and retain faculty who contribute meaningfully to its mission, student success, and research endeavors.

### Labor Relations and Collective Bargaining

Chatham maintains constructive relationships with the labor unions representing defined employee groups essential to campus operations:

- Trades: International Union of Operating Engineers (IUOE), Local 95
- Housekeeping and Grounds: Service Employees International Union (SEIU), Local 32BJ
- Campus Police and Security Officers: Teamsters, Local 249

HR, in collaboration with relevant administrative and department leadership, oversees collective bargaining, grievance resolution, and contract administration with these groups, ensuring agreements are fair, legally compliant, and aligned with institutional policies. Chatham successfully negotiated a new three-year collective bargaining agreement with IUOE, Local 95, in early 2025, reflecting continued mutual goodwill and productive labor-management collaboration.

Negotiations with SEIU, Local 32BJ, are ongoing at the time of this report.

In addition to its work with existing bargaining units, the university navigated a period of labor activity among full-time faculty during the self-study cycle. In January 2024, full-time faculty filed a collective bargaining representation petition with the National Labor Relations Board (NLRB). After extensive hearings before the NLRB on the proposed bargaining unit, the American Federation of Teachers, Pennsylvania (AFT PA), and Chatham Faculty United (CFU) submitted a formal Disclaimer of Interest in fall 2024, withdrawing their petition and request for recognition. The NLRB subsequently dismissed the petition and canceled all hearing dates, concluding the matter. Following this decision, the board and administration have consistently reaffirmed their commitment to working with faculty (and staff) to advance institutional priorities through Chatham's established shared governance structures, including continued support for the faculty's desire to establish a Faculty Senate.<sup>14</sup> The work on the Faculty Senate proposal (scheduled for presentation to the Board of Trustees in February 2025), as well as efforts to reinforce trust and communication following the NLRB hearing, is ongoing and a significant priority of President Lisa Lambert.

### Investments in Systems

As part of the RENEW 2025 tactical plan, Chatham made a transformative investment in its enterprise systems to support the workforce by implementing the Workday Platform, which includes modules for Finance, HR, and Payroll, during the 2024-2025 academic year. This initiative was made possible, in part, through a donor's gift that supported the startup costs and was pursued to help address the longstanding limitations of Chatham's legacy finance and human resource systems. Workday Platform went live in the summer of 2025, marking a significant milestone in modernizing the university's HR and finance infrastructure to support the workforce. This technology enhances HR operations while providing a more seamless employee experience for HR functions (e.g., open enrollment, payroll, vacation, and time tracking). It also positions the university to support data-informed decision-making and more efficient management of its workforce and human resources.<sup>15</sup>

### Information Technology

Chatham University maintains the technical infrastructure and organizational capacity necessary to support its institutional operations, secure its data assets, and drive digital transformation aligned with its strategic priorities. The university leverages contemporary information systems, cloud-forward architecture, and robust security frameworks to ensure operational continuity, enhance the student and employee experience, and position Chatham to remain competitive in the rapidly evolving higher education landscape. By aligning information technology resources with academic, administrative, and financial objectives, Chatham utilizes an IT environment designed to enhance institutional agility, protect information assets, and facilitate continuous improvement across all university functions.

The university maintains an experienced Information Technology team across three divisions: Enterprise Services, Infrastructure and Security, and Support Services, each led by a member of a skilled and experienced IT leadership team. Each lead has distributed budget authority that accelerates decision-making, strengthens accountability,

<sup>13</sup> MSCHE Standard VI, Criterion 9.

<sup>14</sup> MSCHE Standard VI, Criterion 9; Senate bylaws will clarify the decision-making processes that derive from the relative responsibilities and accountabilities for the shared governance committees, the senate, and the administration.

<sup>15</sup> MSCHE Standard VI, Criterion 6.

and enables proactive planning. Adopting this new streamlined model in the spring of 2024, following an external IT assessment, the restructured IT organization reduces reporting layers, clarifies responsibilities, and develops leadership capacity across key technical domains.

Chatham employs a contemporary suite of cloud-based administrative and academic technologies to support mission-critical operations. The transition to the Workday Platform for finance, human resources, and Workday Student for student information systems represents a significant investment in this ecosystem, reducing and unifying legacy systems into an integrated, SaaS-based system.<sup>16</sup> This new ecosystem is designed to reduce technical support requirements (and challenges) to maintain multiple systems, improve data quality, and enhance the overall end-user experience.

Chatham maintains a high-performance institutional network designed for redundancy, reliability, and scalability across all campus locations. A fully redundant fiber ring connects the Shadyside campus with the Eastside and Eden Hall locations, featuring bandwidth capacity that ensures uninterrupted transmission speed and failover capacity. The university operates virtual servers, utilizes modern Windows and macOS environments, and supports institution-managed and student-owned devices through structured provisioning, configuration standards, and Microsoft Intune device management. These investments provide a stable foundation for enterprise-level computing, positioning Chatham to expand its digital footprint without requiring substantial reinvestment in physical systems.

Chatham maintains an institutional computer inventory of approximately 700 machines, supporting faculty and staff workstations, classroom podiums, and academic labs. Historically, this inventory was significantly larger due to the university's one-to-one undergraduate laptop program, which provided every full-time undergraduate student with a computer to retain upon graduation. This program was phased out in the 2024-2025 academic year, with new students no longer receiving laptops, and current students given the option to stay in the program or opt out. This was done to align with best practices, meet student expectations, reduce costs and lease obligations, and free up IT Support Services for other priorities. Chatham has shifted its focus toward a more sustainable and strategically managed institutional hardware portfolio. This includes transitioning away from leasing all machines, an approach that accumulated substantial long-term debt, and replacing it with a lifecycle management model centered on direct purchase, predictable replacement cycles, and reduction of surplus inventory.

Chatham employs a modern, multi-layered cybersecurity program aligned with emerging threats and sector expectations. The university implements Microsoft Defender, multi-factor authentication, advanced threat protection, and firewall segmentation to secure institutional systems and endpoints. Chatham has a Cybersecurity Committee, conducts monthly penetration testing through Homeland Security, maintains a formal incident response plan, and utilizes Rubrik for secure data backups and disaster recovery, as well as other systems to monitor unusual data activity, detect ransomware patterns, and

ensure data integrity. These controls support compliance with federal regulations such as GLBA and PCI, mitigate threats across the network and user base, and reinforce a university-wide culture of cybersecurity awareness.

Through the budgeting and planning process, Chatham aims to ensure alignment of IT project prioritization, resource allocation, and policy development with strategy. Historically, technology decisions have been primarily driven by budget constraints and responsive to immediate operational needs, rather than guided by a long-term strategic roadmap. To address this issue, Chatham's external assessment in the 2024-2025 academic year identified the creation of a formal five-year IT plan, an IT governance group, and a data governance function as key recommendations. Planning for this process is underway and will be completed to align with the Workday Student implementation timelines.

## Facilities Planning and Operations

### Campus and Building Infrastructure

The university's physical footprint supports its academic, residential, and community mission across three distinct locations, each purpose-built to advance specific institutional priorities.

The **Shadyside Campus** serves as the university's historic and academic core. Situated in a residential neighborhood of Pittsburgh, it houses undergraduate (and some graduate) academic programs, administrative offices, student residential facilities, and student life functions. The campus environment integrates academic buildings, residence halls, green space, and shared student amenities in a historic and nationally designated arboretum setting that supports daily campus life and engagement.

**Eden Hall** is dedicated to sustainability-focused education, research, and applied learning. Home to the Falk School of Sustainability & Environment, this location supports experiential, land-based programming and interdisciplinary study. Its setting enables hands-on instruction, environmental research, and community engagement aligned with the university's sustainability mission.

**Chatham Eastside** functions as a specialized academic and community-facing hub. It houses health sciences programs, interior architecture, and entrepreneurship initiatives, including a center that supports women-owned businesses and regional economic development. Located in a growing urban neighborhood, the facility strengthens partnerships with external organizations while supporting workforce-oriented academic programs.

Chatham also manages three satellite locations as the primary tenant in an athletic complex for soccer and lacrosse, an athletic complex for baseball and softball, and an apartment complex adjacent to a major hospital for health science students.

Together, these locations provide a diversified physical infrastructure that aligns space use with academic delivery, student experience, and community engagement.

---

<sup>16</sup> Workday Student implementation is currently underway. Anticipated launch of the new SIS is fall 2027.

Table 6.1    Physical Footprint

Location	Primary Use	Buildings	Square Footage	Acreage	Notes
Shadyside Campus	Core academic, residential, administrative, and student life functions	36	761,000 sq. ft.	39 acres	Historic main campus in residential Pittsburgh neighborhood
Eden Hall	Sustainability education, research, and experiential learning (Falk School)	11	78,000 sq. ft.	388 acres	Located in Richland Township, approx. 30 minutes north
Chatham Eastside	Health sciences, interior architecture, entrepreneurship centers	1	250,000 sq. ft.	7 acres	Single-building urban campus in a fast-growing neighborhood
Total	Academic and residential facilities across three locations	48	~1.1 million sq. ft.	—	Distributed, mission-aligned campus portfolio

**Master Plan**

Chatham’s facilities priorities are also guided by a city-approved Institutional Master Plan, adopted in 2021 (and completed every ten years), which establishes the institution’s long-term physical development objectives and its approach to infrastructure, character districts, and campus connectivity. The master plan identifies Chatham’s three distinct yet interconnected locations: Shadyside Campus, Chatham Eastside, and Eden Hall. It positions the Shadyside Campus as the academic core, leveraging Eastside for health sciences and Eden Hall for sustainability, applied research, and land-based programming. The master plan’s emphasis on “leveraging existing assets” and increasing capacity through strategic renovations has guided the changes undertaken by Facilities Management and Campus Services since 2024, including the establishment of asset baselines, procurement reforms, and first-impressions initiatives. With the addition of an experienced Director of Facilities and the division realignment under Campus Services, Chatham is better positioned to operationalize Master Plan principles at scale, turning planning aspirations into capital prioritization, facility standards, and actionable projects.

**Capital Investment and Facilities Stewardship**

Chatham University has sustained a measurable and strategic pattern of capital investment over the past nine fiscal years, as reflected in the capital expenditures reported on the university’s audited financial statements. Between 2017 and 2025, Chatham invested over \$31 million in capital expenditures for facilities, infrastructure, and campus improvements across three locations. Annual expenditures varied in response to institutional priorities and external conditions, ranging from \$1.18 million in FY24 to a peak of \$6.58 million in FY23, primarily driven by the renovations to the Anderson Dining Hall. Early investment levels, including \$4.15 million in FY17 and \$4.65 million in FY20, demonstrate a sustained commitment to the renewal and modernization of campus assets, supporting undergraduate growth. The FY23 peak reflects a convergence of priority upgrades, deferred maintenance remediation, and strategic investments that support enrollment and academic initiatives. The subsequent decreases in FY24 (\$1.18 million) and FY25 (\$1.53 million) align with the university’s cost-saving measures.

Despite these efforts and investments, the age of Chatham’s buildings, combined with the fact that resources are spread across three locations, creates ongoing challenges in achieving sufficient investment levels to address deferred maintenance, ongoing repairs, campus improvements, and expansion within the master plan. The sale and lease-back of Chatham Eastside, along with aligning and simplifying Eden Hall operations from a standalone location to a more targeted experiential learning site, will help streamline and allow the reallocation of resources to the Shadyside campus. Additionally, ongoing fundraising and prioritization of facilities and infrastructure improvements in the

upcoming comprehensive campaign are critical to supporting and enhancing the physical infrastructure and campus experience.

**Facilities Organizational Realignment and Initiatives**

In November 2024, Chatham hired a new Director of Facilities, an experienced leader in facilities and operations with prior experience in higher education. In December 2024, Facilities Management was moved under a newly created Campus Services division. This was followed by an integration of the separate facilities leadership and oversight at Eden Hall into the central unit. This consolidates housekeeping, grounds, events, campus operations, and sustainability functions under unified leadership. These changes were intentionally initiated to support RENEW 2025 goals related to student success, operational excellence, and financial stewardship. The realignment and new leadership have established clearer accountability structures, improved cross-unit coordination, and positioned Chatham to manage campus assets more effectively, plan for their lifecycle, and enhance the user experience.

To advance RENEW 2025 goals, Chatham launched foundational facilities and infrastructure initiatives that directly support recruitment, retention, and financial stability:

1. **Asset Management and Baselines**  
Chatham acquired a modern asset management and work-order system to inventory, track, and baseline all critical infrastructure—HVAC, roofs, plumbing, and electrical—across all three campuses for the first time. This provides predictive maintenance schedules, identifies deferred maintenance, informs capital replacement planning, and supports long-term financial modeling for facilities renewal.
2. **First Impressions and Retention**  
New campus standards are being developed to ensure facilities present well-maintained, welcoming, and brand-appropriate environments. Priority projects focused on landscaping, signage, public spaces, and high-traffic academic and student-facing areas—elements that directly influence student choice, satisfaction, and persistence.
3. **Cost and Procurement Management**  
Chatham engaged cost and procurement partner ERA Group to audit university-wide facilities and information technology spending. The review identified more than \$500,000 in annual expenditures across various services, including elevators, pest control, fire monitoring, and waste removal. It revealed redundant vendor relationships and contracts that had not been competitively reviewed in years. These have now been consolidated or renegotiated, improving financial oversight and enabling more strategic reinvestment.



4. Facilities Management Rounding and Proactive Operations  
In fall 2024, Chatham launched the Facilities Management Rounding Program to establish a consistent, proactive approach to monitoring buildings, grounds, and infrastructure across all three campuses. The program will inform the asset management system, reduce reactive maintenance, improve campus conditions, and generate data to inform ongoing operational and capital planning.

Leveraging reallocated budgets, philanthropy, and a strategic reserve originally earmarked as grant matching funds, Chatham initiated several visible improvements and capacity-building projects aligned with enrollment growth, academic priorities, and student well-being in the 24-25 and 25-26 academic years. These include:

- School of Business & Enterprise Braun Hall classroom expansion and renovations
- Academic Success Center in the JKM Library
- New art gallery and exhibition space
- New Gear Shop retail location
- Health and Human Performance Center and Athletic Annex at Eastside
- Grounds, landscaping, and exterior furniture upgrades at multiple campus nodes
- National Arboretum stewardship, tree health, and canopy improvements

These efforts reflect a shift from reactive facilities management to proactive campus stewardship, investment prioritization, targeted fundraising, and experience design, ensuring facilities become strategic assets for reputation, enrollment, and philanthropy.

### Sustainability and Environmental Stewardship

Sustainability is a core mission and value at Chatham University and a distinguishing characteristic of its mission, academic identity, and campus culture. Chatham's commitment is most visible at Eden Hall, where geothermal systems, solar energy production, water reclamation, organic agriculture, and environmentally responsible building practices support a living laboratory for applied teaching, research, and student engagement in sustainability. These investments not only reduce the university's environmental footprint but also provide experiential learning opportunities that prepare graduates to address complex ecological and climate challenges.

Historically, Chatham maintained a Director of Sustainability with a dual appointment within the Falk School who led sustainability programming and STARS reporting through the Association for the Advancement of Sustainability in Higher Education; however, sustainability efforts diminished following the resignation of the director. As part of a broader restructuring to strengthen operational alignment and facilities leadership across all university locations, Chatham reestablished and elevated sustainability oversight institutionally by creating the Director of Building Systems and Sustainability role within the Office of Facilities Management. The appointment of Brad Clauss, formerly Director of Facilities at Eden Hall, to this position integrates sustainability leadership with building systems expertise, utilities management, and capital planning. This organizational shift restores accountability for university-wide initiatives, ensures the resumption of formal sustainability reporting frameworks such as AASHE STARS, and embeds

environmental considerations directly into facilities decision-making and operating practices.

Chatham's sustainability initiatives extend beyond facilities and planning to its academic portfolio. Degree programs in sustainability and environmental fields provide students with interdisciplinary preparation grounded in systems thinking, applied research, and real-world problem solving. This educational foundation, combined with the university's operational practices, reinforces sustainability as an institutional ethos rather than a discrete project or initiative.

Through these combined efforts: campus infrastructure investments, academic programming, the reestablishment of dedicated leadership, and integration of sustainability responsibilities within Facilities Management, Chatham can better ensure that environmental stewardship informs long-term institutional planning, supports resource efficiency, and advances the university's strategic priorities. This alignment positions Chatham to continue modeling sustainable operations, reduce environmental impact, and provide educational experiences that prepare students to lead in a world increasingly shaped by climate and resource challenges.

---

## Summary Determination

Chatham University is in compliance with MSCHE Standard VI. The description above of Chatham's work in strategic planning and goal-setting practices, budgeting and resource allocation, assessment and continuous improvement efforts, and maintaining the integrity of the institution's facilities and infrastructure is conducted with a singular purpose of assuring institutional effectiveness and advance of the university's mission. The university aligns strategic goals with financial, physical, technological, and human resources to support student success, academic quality, and operational resilience. Chatham's processes, detailed in this chapter, that serve the university's strategic planning, budgeting, human and physical resources allocation, financial planning, infrastructure, and facilities planning needs are driven by well-defined, inclusive decision-making processes and are backed up with appropriate responsibility and accountability protections to advance the institution's effectiveness.<sup>17</sup>

## Strengths, Areas of Opportunity, and Recommendations

### Strengths

#### Transparency and Institutional Self-Assessment

A significant strength of Chatham's planning and resource framework is its commitment to transparency and honest institutional self-assessment. The university has clearly identified the causes of its operating budget gap, communicated these findings, and implemented evidence-based corrective actions. This candid approach has strengthened governance, improved decision-making, and reinforced a culture of shared responsibility.

#### Resourcefulness

Institutions such as Chatham, which find themselves in an untenable fiscal situation, frequently resort to knee-jerk responses. In this regard, Chatham has lived up to the definition of "gumption" by demonstrating the ability to decide the best course of action in a situation and the energy and determination to do it. The comprehensive analysis of how the institution got itself into financial trouble, and the equally comprehensive plan to address the situation head-on, position the

---

<sup>17</sup> MSCHE Standard VI, Criteria 9 and 13.



university to thrive as it turns the corner on its fiscal operating deficit and turns to a brighter future.

#### Financial Stewardship and Governance

Chatham's budgeting and financial oversight processes reflect a renewed emphasis on strong stewardship and governance. Enhanced board oversight, the transition to a new external audit firm, and the establishment of the University Budget Committee further demonstrate the institution's commitment to fiscal integrity, internal controls, and long-term financial health.

#### Areas of Opportunity

##### Sustaining Shared Governance and Communication

Chatham has made progress in strengthening shared governance and transparency, particularly in financial planning and institutional decision-making. Continued attention to regular communication, feedback mechanisms, and cross-unit collaboration will help sustain trust, deepen engagement, and ensure a broad understanding of institutional priorities.

##### Long-Term Investment in Human Capital

The university has taken necessary steps to stabilize finances and align staffing with institutional capacity. As financial conditions improve, a significant opportunity will be to restore regular compensation

growth and continue investing in professional development to support recruitment, retention, and employee morale.

#### Recommendation

##### Continuing to Strengthen Integrated Planning and Accountability

As Chatham moves forward from the reaccreditation process, the university is well-positioned to build on recent progress in aligning planning, resources, and assessment. Continued emphasis on integrated strategic planning, multi-year financial modeling, and transparent communication will support institutional effectiveness and long-term sustainability. The planned campus-wide strategic planning process presents an opportunity to reaffirm the university's mission and values while ensuring that planning and resource allocation remain closely tied to student success and academic quality.

##### Enhancing Financial Controls and Management Reporting

With the implementation of the Workday Platform, Chatham has significantly improved its financial infrastructure. Continued refinement of management reporting, reconciliation practices, and variance analysis will further strengthen internal controls and ensure alignment between operational budgets, management reports, and audited financial statements. Ongoing training for budget managers and leaders will support consistent interpretation and use of economic data across the institution.

## Evidence Inventory for Standard VI: Planning, Resources, and Institutional Improvement

1. Institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.  
**and**
2. Clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation.
  - VI.01.a ChathamU Org chart\_1125
  - VI.01.b AA Org Chart\_0225
  - VI.01.c SA Org Chart\_1124
  - VI.01.d Advancement Org Chart 2\_6\_25
  - VI.01.e Marketing Org Chart\_0425
  - VI.01.f Athletics Org Chart\_0325
  - VI.01.g ASC Org Chart\_0525.pptx
  - VI.02.a Faculty\_Committees 2024-25 - 10 4 24
  - VI.02.b Faculty Manual 7 2023 revision
  - VI.03.a Final ASC Metrics
  - VI.05.a Assessment and Institutional Effectiveness \_ my.Chatham
  - VI.05.b AssessHndBk-2019-20
3. Planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments.  
**and**
9. Well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness.
  - VI.08.a RENEW 2025 1-sheet-10.23
  - VI.08.b Strategic Plan brochure\_proof
  - VI.08.c Planning\_RENEW 2025\_Chatham University
  - VI.08.d strategic-plan - October 2017.pdf
  - VI.08.e Campus Update Slides - Faculty and Staff - 7.6.23
  - VI.08.f Campus Update Slides - Faculty and Staff - 8.22.23
  - VI.08.g Employee Community Update - 3.13.24
  - VI.08.h Employee Community Update - 8.20.24
  - VI.08.i Employee Fall Financial Update from COO - 11.1.24
  - VI.08.j Finance Update - October 2024
  - VI.08.k 2022 Strategic Planning - June 2022 Board Book - SWOT, Mission, Values
  - VI.08.l October-2023-Post-Board-Update1
  - VI.08.NEW Strategic-Planning-9-12-22
  - VI.11.a Gray DI – 5.20.2024 Market Enrollment Research Slides
  - VI.11.b Gray DI – 5.15.2024 Chatham U Gray DI Kickoff deck
  - VI.11.c BOT-Metrics-Dashboard-DRAFT
4. Planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement.
  - VI.13.a Renew 1-sheet-0923
  - VI.13.b Here's What the ODEI Has Planned for This Year – Pulse @ ChathamU
  - VI.13.c Chatham DEI Timeline 2020-2024
  - VI.13.d WhitworthKee Report - ChathamUniversityComprehensiveDEIReport
  - VI.13.e HARPStudentResultsFullReport6-22
  - VI.13.f HARPStudentSurveyResultsOverview5-22
  - VI.13.g 2023-24 Women's Institute Impact Report
  - VI.13.h CWE Impact Webpage
  - VI.14.a Fact Book-Feb 2024
5. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and unit's strategic plans/objectives.
  - VI.16 - Sept 2024\_Finance Board Update\_Narrative & Exhibits
  - VI.19.a - Board Report - Finance - February 2025 FINAL
  - VI.19.b - Board Report - Finance - February 2025 FINAL - Exhibit A
6. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.
  - III.08.j HR - Faculty and Staff Headcount
  - VI.21.a Middle States - FW\_ Orchard Hall at Eden Hall Campus Announcement
  - VI.21.b FY24-WJ-Allegheny-Audit-Summary
  - VI.21.c FY24-Competitor-Audit-Memo
7. Documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability.
  - VI.23 Financial Ratio Analysis, Chatham University
  - VI.24 Composite Financial Index (2.2)
  - VI.26.a - Debt Service Schedule - FY24
  - VI.26.b - Debt Service - future years
  - VI.27.a Tuition Discount Rate
  - VI.27.b Employer & Alumni Discount Programs \_ Chatham.edu Page
  - VI.29.a chatham-2020-990-form
  - VI.29.b chatham-2021-990-form
  - VI.29.c chatham-2022-990-form
  - VI.32 - S&P Global Ratings Report 12-1-23
8. A record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter.
  - VI.33.a Chatham CLA Closing Presentation 10.15.25
  - VI.33.g Audit – Fiscal 2025 (July 2, 2024 to June 30, 2025)
  - VI.33.b Audit - Fiscal 2024 (July 1, 2023 to June 30, 2024)
  - VI.33.c Audit - Fiscal 2023 (July 1, 2022 to June 30, 2023)
  - VI.33.d Audit - Fiscal 2022 (July 1, 2021 to June 30, 2022)
  - VI.33.e Audit - Fiscal 2021 (July 1, 2020 to June 30, 2021)
  - VI.33.f Financial Information \_ Chatham.edu Page

10. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.
  - VI.39.a Facilities - Asset-Management-Approach-DRAFT-2-17-25
  - VI.39.b Facilities - DRAFT-Capital-Deferred-Maintenance-Audit-2024
  - VI.39.c Chatham Master Plan
  - VI.44.a ITS-Assessment-Summary-Dec-2024
  - VI.44.b IT-Infrastructure-Overview-2023
  - VI.45.a 7043\_Sch45\_Finals\_EX (1)
  - VI.45.aa 7043-FY23-S48-78\_Finals (2)
  - VI.45.ab Vehicle Title 1
  - VI.45.b 7043\_Sch47\_Finals\_EX (1)
  - VI.45.c 7043\_Sch49\_Finals\_EX (2)
  - VI.45.d 7043\_Sch49\_Finals\_EX
  - VI.45.e 7043\_Sch51\_Finals\_EX
  - VI.45.f 7043\_Sch55\_Finals
  - VI.45.g 7043\_Sch56\_Finals
  - VI.45.h 7043\_Sch60\_Finals
  - VI.45.i 7043\_Sch62\_Finals
  - VI.45.j 7043\_Sch63-NTWG\_Finals
  - VI.45.k 7043\_Sch64\_Finals
  - VI.45.l 7043\_SchFY21-S48-58\_Finals
  - VI.45.m 7043-61\_Finals
  - VI.45.n 7043-67-NTWG\_Finals
  - VI.45.o 7043-68\_Finals
  - VI.45.p 7043-69-NTWG\_Finals
  - VI.45.q 7043-72-NTWG\_Finals (1)
  - VI.45.r 7043-75-NTWG\_Finals (Intangible) (1)
  - VI.45.s 7043-76-LaughlinMusic\_Finals
  - VI.45.t 7043-77-NTWG\_Finals (4)
  - VI.45.u 7043-FY22-F36-65\_Finals
  - VI.45.v 7043-FY22-S48-66\_Finals
  - VI.45.w 7043-FY23-F48-74\_Finals
  - VI.45.x 7043-FY23-F48-74-1\_Finals
  - VI.45.y 7043-FY23-S48-70\_Finals
  - VI.45.z 7043-FY23-S48-73\_Finals
  - VI.46.a Chatham Crime policy
  - VI.46.b Chatham Fiduciary POLICY
  - VI.46.c Chatham Active Shooter Endorsement
  - VI.46.d Chatham Active Shooter Policy
  - VI.46.e Chatham CA Workers Comp
  - VI.46.f Chatham Cyber Policy
  - VI.46.g Chatham Educators Professional
  - VI.46.h Chatham Excess D&O-Employment Practices
  - VI.46.i Chatham Excess Liability Endorsement
  - VI.46.j Chatham Excess Liability
  - VI.46.k Chatham Excess Student Professional
  - VI.46.l CHATHAM International Package
  - VI.46.m Chatham Package-Auto
  - VI.46.n Chatham PA-FL Workers Comp
  - VI.46.o Chatham Student Professional
  - VI.46.p Chatham Umbrella
  - VI.47.a Chatham\_University\_OrderForm\_2024  
1706155\_20240925v2
11. Compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations.
  - VI.50.a Statement of Accreditation Status (SAS) - Chatham University
  - VI.51 Federal Eligibility application PPA ECAR
  - VI.52.a FINAL FS Chatham University Fin Responsibility Score 063024-23 AUP
  - VI.52.b Chatham University\_PA-Removal of Heightened Cash Monitoring Status Letter - Department of Education
12. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.  
**and**
13. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.
  - VI.56.a 2021 August\_CampusUpdateAugust 2021Final
  - VI.56.b 2021 June\_CampusUpdateJune21 (1)
  - VI.56.c 2021 March\_CampusUpdateMar21finalv2
  - VI.56.d 2021 October\_CampusUpdate Oct 2021 - FINAL
  - VI.56.e 2022 Nov\_Campus Update Nov 2022 - FINAL
  - VI.56.f 2023 July\_Slides\_July20231
  - VI.56.g 2023\_August 2023 Campus Update - Rhonda Phillips
  - VI.56.h 2023\_March 2023 Campus Update Final
  - VI.56.i 2024\_August-Update-v2
  - VI.56.j 2024\_March24-Employee-Town-Hall
  - VI.56.k 2024\_October-24-Finance-Update1
  - VI.56.l 2025\_March 18\_Employee-Update-Final
  - VI.58.a Chatham Assessment Results-ted long
  - VI.58.b Chatham University Comprehensive DEI Report

*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.*

# Chapter 7

## STANDARD VII

### Governance, Leadership, and Administration

#### Statement of Compliance

Chatham University affirms full compliance with Standard VII. This chapter examines the ways in which Chatham University is governed and administered in a manner that allows it to realize its stated mission and goals. University governance, consisting of the Board of Trustees, the president, senior leadership, faculty, staff, and students, effectively collaborates in the pursuit of Chatham's primary educational mission of preparing students to build lives of purpose, value, and fulfilling work.

#### Evidence of Compliance

The following sections demonstrate Chatham University's compliance with Standard VII.

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making.<sup>1</sup> The governance structure includes an active governing body with sufficient autonomy to ensure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

#### Governance Structure

The following sections briefly detail the governance structure of Chatham University, including the following sections: The Board of Trustees, University President, University Leadership, Faculty, Staff, and Students.<sup>2</sup>

#### The Board of Trustees

Chatham University is governed by a Board of Trustees (the corporate entity) consisting of between twenty-one and forty members who serve for staggered three-year terms.<sup>3</sup> Its composition, structure, member selection process, member terms, and authority are delineated by the Chatham University Bylaws. The bylaws call for the following defined officers: chair, vice chair, secretary, and treasurer, which, along with the chairs of the standing board committees, comprise the Executive Committee.<sup>4</sup>

The Chatham bylaws dictate that the board's "ultimate authority is affirmed through its general academic and financial policy-making functions and its responsibility for the university's financial health and welfare."<sup>5</sup> The powers outlined in the bylaws demonstrate that the board regularly reviews the university's mission, purposes, and policies; is responsible for the fiscal well-being of the institution; and authorizes maintenance, construction, and sale of university property.<sup>6</sup>

The board meets triennially, typically in October, February, and June.<sup>7</sup> The Executive Committee of the Board meets biweekly as a forum for committee members to meet with the president and CFAO for executive-level decision-making. As recent innovation to increase governance transparency, Board Chair McElhattan distributes minutes of the Executive Committee meetings to the entire board. The Governance Committee of the Board meets as often as necessary, but no fewer than three times annually<sup>8</sup> and is charged with ensuring that the university community is governed by trustees committed to the university and its mission, and seeks to identify and add

<sup>1</sup> See Evidence: Chatham U Org Chart\_1125, VII.01.a.

<sup>2</sup> MSCHE Standard VII, Criterion 1

<sup>3</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article III, Section 3.1, VII.02.a.

<sup>4</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article XIV, Section 14.1, VII.02.a.

<sup>5</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article II, Section 2.1, VII.02.a.

<sup>6</sup> MSCHE Standard VII, Criterion 2.a; see Evidence: Chatham U Bylaws – 2.14.25, Article II, Section 2, VII.02.a.

<sup>7</sup> See Evidence: Board of Trustees Agendas and Minutes, VII.09

<sup>8</sup> See Evidence: Chatham University Bylaws – 2.14.25, Article XV, Section 15.4, VII.02.a.

members with the personal and professional experiences and skills necessary to do so.<sup>9</sup> The backgrounds of the current twenty-eight-member Board of Trustees reflect knowledge in business, foundations, healthcare, law, nonprofits, and more.<sup>10</sup>

### Board Structure

Standing committees of the board include Academic Affairs and Student Experience, Advancement and External Affairs, Athletics, Audit and Risk, Eden Hall and Falk School, Enrollment and Institutional Brand, and Finance and Infrastructure. In addition to these standing committees, sub-committees include Graduate, Debt and Real Estate, and Investment.<sup>11</sup>

Each committee and sub-committee is chaired by an appointed trustee and assigned one or more university vice presidents to serve as institutional liaisons. The vice presidents work with the president and the respective committee chair to develop the agenda for each committee meeting, ensuring integration of key information regarding all areas of the university, policy development, and decision making at the board level. The university president is an *ex officio* member of all committees except Audit and Risk.

### Academic Quality

At the policy level, the board oversees the quality of teaching and learning, approves degree programs and the awarding of degrees, and the granting of tenure, promotion, and sabbatical leaves.<sup>12</sup> Chatham's bylaws state that among the board's powers are to "review and approve the university's academic programs and other major enterprises consistent with the university's mission, plans and financial resources."<sup>13</sup>

The Academic Affairs and Student Experience Committee (2025-2026) focuses on educational quality and student life, with special attention paid to undergraduate and graduate programming review and outcomes, student retention and graduation rates, and the overall access and affordability of the university.<sup>14</sup> Members of this committee with experience and knowledge of academic excellence include the university president and provost who serve in *ex officio* roles.

### Fiscal Well-Being

The board plays a fundamental role in the financial matters of the institution. The board's Finance and Infrastructure Committee is specifically tasked with "overseeing the financial health and physical assets of the university... and plays a vital role in financial planning, budgeting, and ensuring fiscal responsibility."<sup>15</sup> The Audit and Risk Committee is responsible for arranging and overseeing the university's annual audit and ensuring the full Board of Trustees gives final approval of the annual audit.<sup>16</sup>

While the bylaws do not place responsibility for generating financial resources on the board, they do require trustees to "contribute financially to the university's fundraising goals, participate actively in strategies to secure sources of support, and authorize university officers to accept gifts or bequests subject to Board policy guidelines."<sup>17</sup> Trustees contribute financially to the university through personal financial contributions (e.g., campaigns, annual funds) and, in many cases, through assisting the efforts to raise funds through government, corporate and foundation sources.

### Integrity, Assessment, and Conflicts of Interest

The Board of Trustee members prioritize their responsibilities to the institution and remain free from undue political, financial, or relational influences.<sup>18</sup> The board has adopted a conflict of interest policy that outlines the requirements around disclosing any potential conflicts of interest as well as the process for determining if a conflict exists, and if so, how to address it.<sup>19</sup> Board members are required to annually register their conflicts of interest in compliance with Chatham's bylaws, which was last completed in August 2025.<sup>20</sup> The Board of Trustees is also not chaired by an institutional or system representative.<sup>21</sup> A majority of its members have no employment, family, ownership, or other financial ties to the institution. The board ensures that neither it nor its individual members interfere in the institution's day-to-day operations.<sup>22</sup> Chatham has a conflict-of-interest policy for employees as well.<sup>23</sup>

The Governance Committee of the Board is responsible for conducting an annual board self-assessment, which has been completed in 2019, 2020, 2021, and 2025.<sup>24</sup> Results of the spring/summer 2025 survey are available in the evidence files.<sup>25</sup> Additionally, board members who have reached the end of their terms complete a survey about their

<sup>9</sup> See Evidence: Chatham University Bylaws – 2.14.25, Article III, Section 3.2, VII.02.a.

<sup>10</sup> MSCHE Standard VII, Criterion 2.b; see Evidence: 2025-2026 Board of Trustees Numbers and Demographics, VII.12.a.; Trustee Demographics for MSCHE – 10.25.25, VII.12.b.

<sup>11</sup> See Evidence: Committee Roster 2025-2026, VII.02.b.

<sup>12</sup> MSCHE Standard VII, Criterion 2.d.

<sup>13</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article II, Section 2.2, VII.02.a.; Board of Trustees Agendas and Minutes, VII.09

<sup>14</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article XVI, Section 16.2, VII.02.a.

<sup>15</sup> MSCHE Standard VII, Criterion 2.e.; see Evidence: Chatham U Bylaws – 2.14.25, Article XVIII, VII.02.a.

<sup>16</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article XIX, VII.02.a.; Board of Trustees Agendas and Minutes, VII.09

<sup>17</sup> MSCHE Standard VII, Criterion 2.b.; see Evidence: Chatham U Bylaws – 2.14.25, Article II, Section 2.2, VII.02.a.

<sup>18</sup> MSCHE Standard VII, Criterion 2.b.

<sup>19</sup> See Evidence: Chatham University – Conflict of Interest Policy, VII.11.a.

<sup>20</sup> MSCHE Standard VII, Criterion 2.i.; see Evidence: COI Memo from Len Cullo 8.1.25, VII.11.c.; COI Qualtrics Survey 2025, VII.11.d.

<sup>21</sup> See Evidence: Committee Roster & Descriptions 2, VII.02.b

<sup>22</sup> MSCHE Standard VII, Criterion 2.c.; see Evidence: Board of Trustees Agendas and Minutes, VII.09

<sup>23</sup> See Evidence: Conflict of Interest Statement 1-2025, VII.11.b.

<sup>24</sup> See Evidence: Chatham U Bylaws – 2.14.25, Article XV, Section 15.2, VII.02.a.; Governance Survey – Spring and Summer 2025, VII.13.a.; Governance Survey Memo from Bonnie VanKirk 4.25.25, VII.13.e.

<sup>25</sup> See Evidence: Board Survey Report June 6, 2025, VII.13.b.



time on the board.<sup>26</sup> In 2017, the board was also evaluated by a senior consultant from the Association of Governing Boards of Universities and Colleges.<sup>27</sup>

### University President

As described in the Chatham University Bylaws, the president of the university "shall be the university's Chief Executive Officer and the chief advisor to, and executive agent of, the Board of Trustees. The president's authority is vested through the Board of Trustees and includes responsibilities for all university educational, management and personnel affairs."<sup>28</sup> The president is evaluated by the board and "serves at the pleasure of the Board of Trustees for such term, compensation and with such conditions of employment as the Board of Trustees shall determine."<sup>29</sup> The president is responsible for leading, planning, and upholding the institution's mission and values in close collaboration with the university leaders across divisions (these include Academic Affairs, Athletics, Enrollment Management, Finance & Administration, Operations & Communications, Student Affairs, and University Advancement). The president serves as the primary interface between the university and the Board of Trustees and represents Chatham on a wide range of local, state and national bodies.

Presidents who led the university since its last accreditation reaffirmation include David Finegold, Ph.D. (2016-2023), Rhonda Phillips, Ph.D., FAICP (2023-2025), and Lisa Lambert, Ph.D. (2025-present). Dr. Lambert is well-qualified for the position of university president with over forty years at Chatham University. Dr. Lambert's curriculum vitae clearly demonstrates progressive leadership over the past forty years, including such roles as academic division chair, program director, associate dean for Academic Affairs, vice president for Academic Affairs, and provost.<sup>30</sup>

### University Leadership

Chatham University's organizational structure is clearly defined by the overall university organizational chart, as well as organizational charts for the various divisions.<sup>31</sup> The divisions are supported by an appropriate number of faculty and staff.<sup>32</sup> Chatham regularly explores changes and additions to information systems and technology to ensure all Chatham employees can perform their duties.<sup>33</sup>

The president is directly supported by two leadership teams: the President's Leadership Team (PLT) and the Leadership Cabinet. Each member of the PLT is qualified by credentials and experience to fulfill his or her responsibilities and functions and reports directly to the president. They collaborate with each other and with deans, faculty members, and staff to meet the needs of the university and

to accomplish strategic goals. This group meets weekly, and the membership includes:

- University President
- Provost and Vice President for Academic Affairs
- Vice President of Enrollment Management
- Vice President of Operations and Communications
- Vice President of Student Affairs and Dean of Students
- Vice President of Intercollegiate Athletics and Recreation
- Chief Financial and Administrative Officer
- Executive Director of University Advancement

The next layer of Chatham's administrative leadership is the Leadership Cabinet. The Leadership Cabinet includes the members of the PLT, plus the four deans; the chief budget officer; the faculty co-chair of the University Committee; the registrar; and the directors of Facilities, the Office of Research and Sponsored Programs, Institutional Research and Effectiveness, and Enterprise Applications. Each member is qualified by credentials and experience to carry out his or her responsibilities and functions.<sup>34</sup> Members of the Leadership Cabinet collaborate with each other and with deans and faculty members to meet the needs of the university and to accomplish strategic goals. This group meets monthly.

### Faculty

The standing faculty includes all full-time teaching faculty, the president, the provost, the dean of students, and the deans of the four colleges and schools.<sup>35</sup> As referred to in Chapter 3 of this self-study, the University Committee, Committee on Academic Policy, Undergraduate Program Committee, Graduate Program Committee, Faculty Review Committee, Research & Sabbatical Committee, Academic Integrity Committee, and Institutional Review Board comprise the standing governance committees of the faculty. The responsibilities for policy development and decision making for each of these committees are outlined in the Faculty Manual.<sup>36</sup> These committees are charged with making wide-ranging, effective recommendations for policy development and decision making, including peer review for recommendation for promotion and tenure, curricular decisions, and academic policy.

### Staff

Staff support the university through their departments and through membership on Chatham committees, such as the Assessment Committee and the University Budget Committee, as well as temporary working groups. The Staff Engagement Committee (formerly Staff Advisory Council) serves as a vehicle for information sharing and idea

<sup>26</sup> See Evidence: Self-Evaluation Form cover memo, VII.13.c.; Trustees Self Evaluation, VII.13.d.

<sup>27</sup> MSCHE Standard VII, Criterion 2.g.; see Evidence: Chatham Assessment Results, VII.27.a.

<sup>28</sup> MSCHE Standard VII, Criterion 3.a.; MSCHE Standard VII, Criterion 3.c.; MSCHE Standard VII, Criterion 2.f.

<sup>29</sup> See Evidence: Chatham U Bylaws – 2.14.25, Section 9.1, VII.02.a.

<sup>30</sup> MSCHE Standard VII, Criterion 3.b.; see Evidence: Lambert CV (October 2025), VII.17.a.

<sup>31</sup> MSCHE Standard VII, Criterion 4.a.; see Evidence: Chatham U Org Chart\_1125, VII.01.a.; AA Org Chart\_0225, VII.01.b.; SA Org Chart\_1124, VII.01.c.

<sup>32</sup> See Evidence: HR – Faculty and Staff Headcount, VII.20 HR

<sup>33</sup> See Evidence: Board of Trustees Agendas and Minutes, VII.09 (e.g., Minutes mention implementing Workday, Power BI, etc.)

<sup>34</sup> MSCHE Standard VII, Criterion 3.d., MSCHE Standard VII, Criterion 4.b., MSCHE Standard VII, Criterion 4.c.; MSCHE Standard VII, Criterion 4.d.; see Evidence: Administrative Staff CVs and Resumes, VII.17 and 19.

<sup>35</sup> See Evidence: Chatham University Faculty Manual, Section 2.1.1, VILEXTRA.a., p. 6 The president, provost, and deans have faculty appointments and while some may teach, their responsibilities are primarily administrative.

<sup>36</sup> See Evidence: Chatham University Faculty Manual, Section 2.5, VILEXTRA.a., pp. 9-14

generation among staff. Outside the administrative staff supporting the various departments, staff employees are represented by three unions: the International Union of Operating Engineers and its Local Union No. 95 (trades), Service Employees International Union (SEIU) Local 32BJ (housekeeping and grounds), and Teamsters Local 249 (police officers and security officers).

### Students

The Chatham Student Government (CSG) is the governing structure providing an orderly government method representing all undergraduate students. Its charge, membership, processes, and procedures are governed by the Chatham Undergraduate Student Government Constitution and CSG Bylaws.<sup>37</sup> The CSG Board advocates for the concerns, interests, needs, and welfare of the undergraduate student body at Chatham. The Graduate Student Assembly (GSA) constitutes the governing board for the graduate student body. It provides a forum for student representatives to work with the university administration on addressing graduate concerns.<sup>38</sup>

## Administrative Engagement with Faculty, Staff, and Students

### Feedback Surveys

A common example of how Chatham's administration has involved faculty, staff, and students directly in university decision-making includes surveys.<sup>39</sup> Typical of this mechanism for soliciting input are the Employee Idea Survey (December 4, 2023) which solicited the community's ideas on the planning and reorganization process, provided an opportunity to explore new offerings and services and to propose operational revisions, and improve the overall campus experience at Chatham. Another example is a survey about physical campus facilities (April 17, 2024) requesting suggestions for improvement, but minor (repairs, painting, and clean-up) and major investments such as substantial renovations and new facilities.

### Faculty

According to the Faculty Manual, faculty make recommendations regarding institutional decisions relevant to them through the University Committee—the executive committee authorized to assist in communication between faculty and administration and students.<sup>40</sup> As detailed earlier in this self-study, the Chatham faculty is currently in the process of crafting a Faculty Senate to take the place of the University Committee.

Chatham faculty approve new courses, programs, and academic policy forwarded by the standing Undergraduate and Graduate Program Committees and the Committee on Academic Policy. While final approval rests with the president and the Board of Trustees, in practice the vast majority of faculty decisions proceed routinely.<sup>41</sup> An example of this decision-making structure is the Faculty Review Committee, which reviews faculty applications for promotion and tenure and issues recommendations to the provost and the president, but does not have ultimate decision-making authority itself. The Faculty Manual also establishes mechanisms for the committee to forward the results of its deliberations to the provost, who forwards them to the president.<sup>42</sup>

Internal communication at Chatham, while presenting an attractive opportunity for continued improvement, is significantly better than in the recent past. A timely example of transparency that allows members of the university community to see deeper levels of the workings of the institution is the Community Update from November of 2025.<sup>43</sup> Building on signs of improved communications such as this, Chatham relies on reinforcing existing structures of communication such as:

- The University Committee, which facilitates communication between faculty, staff, and administration. The UC communicates with the larger community through full faculty meetings twice per semester.
- The provost/VPAA and deans report initiatives and developments to department chairs and program directors in monthly meetings and regular school/college faculty meetings.
- Department chairs share with full-time faculty through department meetings.
- The President's Leadership Team holds community updates in which the members of the PLT inform the university community of news such as upcoming events and initiatives the university is pursuing, typically twice a year following Board of Trustee meetings.
- During the past two years, the president and the leadership team have included financial reports in community updates and town halls referenced above. This includes the presentation by the Chief Financial Officer of university financial statements.

The reciprocal nature of transparent communication also requires that the community be able to reach decision makers with recommendations and feedback. The methods for faculty, staff, students, alumni, donors, and other stakeholders to speak to leadership are less formalized, but include the following:

- Faculty forums organized by University Committee
- Opportunities for questions and answers at the end of community updates and town halls
- Visits in meetings with chairs and program directors and school/college deans, and
- Social receptions after Board meetings

A tangible sign of ongoing efforts to improve communication and transparency between the faculty, administration, and Board of Trustees is the current effort to establish a Faculty Senate to supplant the University Committee. The senate is still in the process of being formulated, but the goals of a senate are fully supported by all parties. While the final form of a senate and the nature of its representation on the Board of Trustees is still being worked out, it is a clear sign of efforts across the board to improve communication between essential elements of the Chatham community.

The university community has a solid foundation upon which to build to continue improving communication procedures to increase transparency between faculty, staff, students, and the governing bodies. Recent

<sup>37</sup> See Evidence: CSG Updated Constitution – April 2024, VII.EXTRA.g. and CSG Bylaws, VII.EXTRA.k.

<sup>38</sup> See Evidence: Chatham University Student Handbook 2024-25, VII.EXTRA.j., p. 26.

<sup>39</sup> MSCHE Standard VII, Criterion 4.e.

<sup>40</sup> See Evidence: Chatham University Faculty Manual, VII.EXTRA.a.

<sup>41</sup> See Evidence: Faculty Manual, III.06.a, p. 9.

<sup>42</sup> See Evidence: Chatham University Faculty Manual, Section 3.9.8., VII.EXTRA.a.

<sup>43</sup> See Evidence: Community Update – 11.25, VII.NEW.

efforts by the administration, the Board of Trustees and the faculty have contributed to fostering more fulsome communication and effective cooperation.

### Staff

Staff are supported by the Staff Engagement Committee, which is the vehicle for staff representation in university shared governance. The impetus for a group to represent staff is described in the university's 2024-2026 Self-Study Design document:

The 2022 strategic planning process produced a recommendation to create a Staff Advisory Committee (SAC) as part of enhancing the Chatham employee experience. Open meetings were held in the fall of 2022 to discuss the purpose, structure, and representation of the group. The SAC consists of administrators and staff representatives from each division and is run by the Director of Human Resources. The first meeting of the Council took place in fall 2023.<sup>44</sup>

The initial intention behind the committee was for its purview to be broad. It was envisioned as a mechanism for information sharing, soliciting input and feedback from staff, and a processing staff recommendations on specific topics of institutional importance.<sup>45</sup> Its establishment was announced to the campus on May 2, 2023, after divisions across the university had nominated staff candidates, held an election, and elected officers to serve on the Staff Advisory Council.<sup>46</sup> The SAC started meeting officially in January 2024. On March 20, 2024, an email from the President's Office announced changes to the Staff Advisory Council, renaming the group as the Staff Engagement Committee, adjusting its membership and reducing the scope of the committee purview to sharing information and ideas.<sup>47</sup>

### Students

Chatham Student Government (CSG) is the undergraduate student body representative group that interfaces with Chatham administration. Its overall purpose is to promote students' general welfare and to establish a process for participating in university decision-making process on issues germane to student life at Chatham.<sup>48</sup> CSG writes resolutions to convey the opinions of CSG on important campus or student issues.<sup>49</sup> Since fall 2023, CSG has issued eighteen resolutions on such topics as resident assistant compensation, Chatham student employee pay periods, staff and faculty bus pass elimination, mental health days for students, and the closure of Orchard Hall.

Beyond resolutions, the CSG Constitution dictates that the CSG executive president meet at least monthly with the university president.<sup>50</sup> These meetings include back-and-forth dialogue between the CSG and the president as well as general information sharing. Presidents are also welcomed to attend CSG meetings. President Lambert attended the October 23, 2025 meeting at the invitation of the CSG leaders.

CSG's advisor, the vice president for Student Affairs, serves as the conduit between CSG and the administration. CSG also coordinates one town hall each semester to provide the general Chatham student body with the opportunity to dialogue with various campus administrators.

Graduate Student Assembly (GSA) is the graduate student body representative group that interfaces with Chatham administration. Immediately prior to each meeting of the Board of Trustees, the Board meets with both CSG and GSA, which has developed into a welcome conduit for information sharing. Board interest in engaging with the Chatham student experience is demonstrated by a requirement that the Board of Trustees include at least two members identified as Young Alumni Trustees who are within ten years of graduation.<sup>51</sup>

### Assessment of Chatham Administration

The Board of Trustees is responsible for annual performance reviews of the president. The president, in turn, is responsible for performance reviews of the members of the PLT.<sup>52</sup> In specific schools and colleges, performance reviews follow the hierarchy established in the organizational chart (deans – chairs – faculty). Since program directors and chairs also hold faculty appointments, they are also subject to traditional faculty evaluation that typically includes some administrative criteria. In addition to traditional faculty evaluations, faculty members who seek promotion or tenure are evaluated on the established Faculty Review Committee timeline.<sup>53</sup>

## Summary Determination

Chatham University is in full compliance with MSCHE Standard VII. Chatham is governed by a Board of Trustees, president, and leadership teams who are committed to the mission and goals of the institution, and who focus on education as the primary purpose of the institution. Processes are in place for evaluating the effectiveness of governance.

## Strengths, Areas of Opportunity, and Recommendations

### Strengths

#### New Leadership and Transparency

With the appointment of President Lisa Lambert, the Chatham community has seen an increase in transparency from the office of the president with monthly all campus update emails starting in July 2025, which are also archived on the university's public website. President Lambert has also been engaged in a very active listening tour with all the departments on campus, in which she has stated that her two priorities are fundraising and communication. Communication from the Board of Trustees has increased as well over the past several years, first with regular updates about the board from President Phillips, and now with direct updates from Board Chair Kent McElhattan. The Board of Trustees has also increased visibility in community updates, town

<sup>44</sup> See Chatham University Self-Study Design (final)1.pdf, p. 9

<sup>45</sup> See Evidence: Staff-Advisory-Council-Overview-2-23, VII.EXTRA.e.

<sup>46</sup> See Evidence: Email – Staff Advisory Council Update 11.30.22, VII.EXTRA.b.; Email – Staff Advisory Council Update 2.8.23, VII.EXTRA.c.; Email – Staff Advisory Council Results 5.2.23, VII.EXTRA.d.

<sup>47</sup> See Evidence: Email – Staff Engagement Committee Update 3.20.24, VII.EXTRA.f.

<sup>48</sup> See Evidence: CSG Updated Constitution-April 2024, VII.EXTRA.g, Article II, Section A, Subsection 5.

<sup>49</sup> See Evidence: CSG Legislation website, VII.NEW.

<sup>50</sup> See Evidence: CSG Updated Constitution – April 2024, VII.EXTRA.g, Article II, Section D, Subsection 12.

<sup>51</sup> See Evidence: Chatham University Bylaws – 2.14.25, Article III, Section 3.5, VII.O2.a.

<sup>52</sup> MSCHE Standard VII, Criterion 4.f., MSCHE Standard VII, Criterion 5.

<sup>53</sup> See Evidence: Chatham University Faculty Manual, Section 3.6., VII.EXTRA.a.

halls, and receptions. These provide good opportunities for building relationships, receiving feedback from the community, and restoring a sense of transparency and trust.

#### Board of Trustees Updates

The Chatham Board of Trustees has taken surveys of its members to gauge the trustees' impressions of the board's effectiveness and to evaluate and facilitate change to processes where needed. Surveys were completed in 2019, 2020, 2021, and 2025. Based on the results of these surveys and a report from an outside consultant hired to examine board processes, the board has undergone significant revisions. Among the most visible was a revision of the board committee structure to provide for enhanced engagement between university staff and board members. An Executive Committee continues to meet regularly to address immediate concerns of board business. Board members serve on committees that oversee Academic Affairs and Student Experience, Athletics, Eden Hall and the Falk School, Audit and Risk, Enrollment and Institutional Brand, Governance, Finance and Infrastructure, and Advancement and External Affairs, while subcommittees focus on Investment, Debt and Real Estate, and Graduate Studies. The board has also begun to enact revisions intended to continue this effort at updating its processes. The board has become more intentional about its long-term viability by assessing and searching for board members with leadership potential, appointing committee vice-chairs to serve as chairs-elect, and diversifying committees' membership by blending experienced board members and new board appointees. In 2022, the board instituted term limits to further diversify its membership.

#### Faculty Senate Preparations

The University Committee's Sub-committee on Shared Governance has been engaged in a two-year process exploring the creation of a Faculty Senate. In April 2025, the faculty voted on a senate structure model based on weighted representation across the four schools and colleges. The sub-committee is also revising Faculty Manual language to replace the University Committee by codifying the structure of the senate and specifying the role it will play in university governance. Members of the Board of Trustees and senior administration officials have been engaged with faculty leaders in discussions about the senate's working

relationship with the board. The planned senate will create formal processes for collaborating with administration and the board and will prioritize clarity on various parties' decision-making authorities. Ultimately, there is tangible hope that the senate will facilitate clearer lines of communication between administration and the faculty.

#### Recommendations

##### Communication Procedures

While the board has increased communication with the Chatham community, additional measures could be implemented. Alongside the development of the senate, the campus community should work to clarify written policies that guide the ways the various campus constituencies communicate between each other and between the university and external community writ large.

##### Board Transparency

Board of Trustees' annual assessments and reports could be made available to the university community. The president and PLT should lead an effort to clarify policy and procedure around receiving community input in agenda-setting and decision-making. The university could voluntarily publish board meeting minutes reflecting the work of board committees and sub-committees. The university could "shorten the chain" between faculty and the board by encouraging board committees to include faculty experts, such as having the Faculty Athletic Representative serve on the Athletics Committee.

##### Increasing Opportunities for Staff Input

Given the recent successful efforts toward improving university shared governance through the progress on creation of a Faculty Senate, it is time for a review of the structure and function of the Staff Engagement Committee. At other institutions, staff-focused bodies exist to advise university leadership on policies affecting staff and students, organize workshops for staff growth, and support improved communication and cooperation across the institution.

## Evidence Inventory for Standard VII: Governance, Leadership, and Administration

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities.
  - VII.01.a ChathamU Org chart\_1125
  - VII.01.b AA Org Chart\_0225
  - VII.01.c SA Org Chart\_1124
  - VII.01.d Advancement Org Chart 2\_6\_25
  - VII.01.e Marketing Org Chart\_0425
  - VII.01.f Athletics Org Chart\_0325
  - VII.01.g ASC Org Chart\_0525
  - VII.02.a Chatham U ByLaws - 2.14.25
  - VII.02.b BoT Committee Rosters 2025-2026
  - VII.02.b Committee Roster & Descriptions 2
  - VII.04.a Charter of Incorporation for The Pennsylvania Female College, 1869
2. A legally constituted governing body that: (a) serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; (b) has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities; (c) ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; (d) oversees at the policy level the quality of teaching and learning, the approval of degree programs and awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; (e) plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; (f) appoints and regularly evaluates the performance of the Chief Executive Officer; (g) is informed in all its operations by principles of good practice in board governance; (h) is not chaired by an institutional or system representative to avoid conflict of interests; (i) establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution; (j) supports the Chief Executive Officer in maintaining the autonomy of the institution; (k) makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.
  - VII.07.a BoT Committee Rosters 2025-2026
  - VII.07.b Committee Rosters and Descriptions 2025-2026
  - VII.09.a 2019 June\_2. June 2019 BoT Minutes
  - VII.09.b 2020 June\_2. June 5 2020 BoT minutes
  - VII.09.c 2020 Oct\_2. Oct 9 2020 BoT Minutes
  - VII.09.d 2021 Feb\_2. Feb 12 2021 BoT mtg Minutes
  - VII.09.e 2021 Oct\_2. Oct 8 2021 Minutes
  - VII.09.f 2022 Feb\_2. Feb. 2022 BoT Minutes
  - VII.09.g 2022 June\_2. Minutes June 2 2022 BoT
  - VII.09.h 2023 June Minutes
  - VII.09.i 2023\_October 2023 Board Minutes
  - VII.09.j 2024 Sept - Minutes- 9.25.2024-BoT Meeting 2024\_February Minutes
  - VII.10.a Chatham University - Trustees Conflict of Interest Policy
  - VII.10.b Employee Conflict of Interest Statement 1-2025
  - VII.11.c COI Memo from Len Cullo 8.1.25
  - VII.11.d COI Qualtrics Survey 2025
  - VII.12.c Trustee Bio - Kevin Acklin
  - VII.12.d Trustee Bio - G. Nicholas Beckwith III
  - VII.12.e Trustee Bio - Michael Bernstein
  - VII.12.f Trustee Bio - Christine Blose
  - VII.12.g Trustee Bio - Brooks Broadhurst
  - VII.12.h Trustee Bio - Jane Burger
  - VII.12.i Trustee Bio - Annette Calgaro
  - VII.12.j Trustee Bio - Snehal Desai
  - VII.12.k Trustee Bio - Kathi Elliott
  - VII.12.l Trustee Bio - Sigo Falk
  - VII.12.m Trustee Bio - Laura Fisher
  - VII.12.n Trustee Bio - David Hall
  - VII.12.o Trustee Bio - Joanne Laipson
  - VII.12.p Trustee Bio - Schazz Lee
  - VII.12.q Trustee Bio - Mike Lyons
  - VII.12.r Trustee Bio - Kent McElhattan
  - VII.12.s Trustee Bio - Stephanie Novosel
  - VII.12.t Trustee Bio - Jennifer Potter
  - VII.12.u Trustee Bio - Sandra Rader
  - VII.12.v Trustee Bio - Henry Simonds
  - VII.12.w Trustee Bio - Mary Templeton
  - VII.12.x Trustee Bio - Bonnie VanKirk
  - VII.12.y Trustee Bio - Tamara Watkins
  - VII.12.z Trustee Bio - Lalah Williams
  - VII.12.a.i Trustee Bio - Penny Zacharias
  - VII.12.a 2025-2026 BoT Numbers and Demographics
  - VII.12.b Trustee Demographics for MSCHE - 10.25.25
  - VII.13.a Governance Survey - Spring and Summer 2025
  - VII.13.b Board Survey Report June 6 2025 - Read-Only
  - VII.13.c Self-Evaluation Form cover memo
  - VII.13.d Trustees Self Evaluation
  - VII.13.e Governance Survey Memo from Bonnie VanKirk 4.25.25



3. A Chief Executive Officer who: (a) is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; (b) has appropriate credentials and professional experience consistent with the mission of the organization; (c) has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; and, (d) has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.
  - VII.17.a Lambert CV (October 2025)
  - VII.17.b Email - Board Appointment of Lisa Lambert
4. An administration possessing or demonstrating: (a) an organizational structure that is clearly defined and that clearly defines reporting relationships; (b) an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; (c) members with credentials and professional experience consistent with the mission of the organization and their functional roles; (d) skills, time, assistance, technology, and information systems expertise required to perform their duties; (e) regular engagement with faculty and student in advancing the institution's goals and objectives; and, (f) systematic procedures for evaluating administrative units and for using assessment data to enhance operations.
  - Bittel J resume 2025
  - Bukowski, Jeff - C.V. - February 2025
  - Campbell-Resume-2-25
  - Cornelius resume-JBC (Feb 2025)
  - Cullo Resume (1) (3)
  - EmilyHeffernan\_CV\_2025admin
  - Gershon, B Resume 2025
  - Guy, Robyn Resume
  - Junker J Resume 2025
  - Kukawa myresume 2025
  - Lauren Panton CV 2025
  - Lettan\_CV\_2024
  - List of Administrative Staff
  - MacNeil\_CV\_2025
  - Purcell Resume 6 24 (1) (1)
  - Redinger Admin CV 2018-2025
  - Trevino resume-current 2025
  - VII.EXTRA.a Faculty Manual 7 2023 revision
  - VII.EXTRA.b Email - Staff Advisory Council Update 11.30.22
  - VII.EXTRA.c Email - Staff Advisory Council Update 2.8.23
  - VII.EXTRA.d Email - Staff Advisory Council Results 5.2.23
  - VII.EXTRA.e Staff-Advisory-Council-Overview-2-23
  - VII.EXTRA.f Email - Staff Engagement Committee Update 3.20.24
  - VII.EXTRA.g CSG Updated Constitution - April 2024
  - VII.EXTRA.j ChathamU Student Handbook 2024-25
  - VII.EXTRA.k CSG Bylaws
  - VII.NEW Community Update - 11.25
  - VII.NEW CSG Legislation website
  - VII.Supplemental Bylaws - September 2024
  - VII.20 HR - Faculty and Staff Headcount
  - VI.24.a April 2024 - Facilities Survey\_ Requesting Input
  - VI.24.b April 2024 - Email - MyChatham\_ Student Input Requested
  - VI.24.c April 2024 - Input Requested\_ Chief Financial & Administrative Officer Search Survey
  - VI.24.d Dec 2023 - Email - Employee Idea Survey Launched
5. Periodic assessment of the effectiveness of governance, leadership, and administration.
  - VII.27.a Chatham Board of Trustees AGB Assessment Results
  - VII.27.b Chatham University Comprehensive DEI Report