GALLAUDET
U N I V E R S I T Y

Self-Study for the Middle States Commission on Higher Education

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Self-Study

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by

Gallaudet University

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List of Abbreviations

AACU	American Association of Colleges and Universities
AAUP	American Association of University Professors
ACATF	Academic Continuity & Accessibility Task Force
AEPR	Academic Efficiency Program Review
AGB	Association of Governing Boards
ALLSTAR	Academic Learning Lab for Student Training, Achievement and Readiness
ALO	Accreditation Liaison Officer
A&O	Administration and Operations
APA	American Psychological Association
APR	Academic Program Review
ARA	Annual Report of Achievements
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
BAS	Bilingual Approaches Seminar
BIPOC	Black, Indigenous, People of Color
CAEP	Council for the Accreditation of Educator Preparation
CAPS	Counseling and Psychological Services
CBDS	Center for Black Deaf Studies
CBO	Chief Bilingual Officer
CCOE	Center for Continuing and Online Education
CDO	Chief Diversity Officer
CES	Course Evaluations & Surveys
CFO	Chief Financial Officer
CGE	Council on Graduate Education
CLT	Crisis Leadership Team
COO	Chief Operating Officer
CTT	Contact Tracing Team

List of Abbreviations

CUE	Council on Undergraduate Education
CUWMA	Consortium of Universities of the Washington Metro Area
DEDI	Division of Equity, Diversity, and Inclusion
DPN	Deaf President Now
DPS	Department of Public Safety
EDA	Education of the Deaf Act
ELI	English Language Institute
EOP	Office of Equal Opportunity Programs
ESS	Employee Satisfaction Survey
FAB	Faculty-Administration-Board
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Office
FCOI	Financial Conflict of Interest
FERPA	Family Educational Rights and Privacy Act
FOCC	Faculty of Color Coalition
FOTT	Faculty Online Teaching and Training
FTFTF	First-Time, Full-Time Freshmen
GPRA	Government Performance and Results Act
GSA	Graduate Student Association
GSC	Gallaudet Staff Council
GSO	Graduate Student Orientation
GSR	General Studies Requirements
GSRC	Graduate Student Resource Center
GTS	Gallaudet Technology Services
HEERF	Higher Education Relief Fund
HR	Human Resources
HSLS	Hearing, Speech, and Language Sciences

List of Abbreviations

HWP	Health and Wellness Program
IDS	Instructional Designer Services
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IR&E	Institutional Research & Effectiveness
ISLO	Institutional Student Learning Outcome
ISSS	International Student Support Services
JSAC	I. King Jordan Student Academic Center
JS	JumpStart
KPI	Key Performance Indicator
MLC	Merrill Learning Center
MSP	Multicultural Student Programs
NASP	National Association of School Psychologists
NCAA	National Collegiate Athletic Association
NCES	National Center for Education Statistics
NFO	New Faculty Orientation
NPR	New Program Review
NSO	New Student Orientation
NSSE	National Survey of Student Engagement
OCS	Office of Career Success
OCICU	Online Consortium of Independent Colleges and Universities
ODCP	Online Degree Completion Program
OESOC	Organization for Equity of Staff of Color
OGC	Office of the General Counsel
OIA	Office of International Affairs
OSPRS	Office of Sponsored Projects and Research Compliance
OSWD	Office for Students with Disabilities

List of Abbreviations

OTC	Online Teaching Certificate
P&SS	Planning and Self Study platform
PER	Physical Education & Recreation
PHS	Public Health & Safety
QM	Quality Matters
RL	Residence Life and Housing
RNL	Ruffalo Noel Levitz
RP	Restorative Practices
SARP	Student Accountability and Restorative Practice
SCAR	Scholarship, Creative Activity, and Research
SBG	Student Body Government
SEL	Student Engagement and Leadership
SFS	Student Financial Services
SHS	Student Health Service
SIS	Student Information System
SLO	Student Learning Outcome
SOC	Students of Color
SPA	Specialized Professional Associations
SSI	Student Satisfaction Inventory
SSP	Support Service Providers
STAMP	School of Science, Technology. Accessibility, Mathematics, and Public Health
STM	Science, Technology, and Mathematics
TAP	Technology Access Program
UEP	Unit Effectiveness Plan
USDE	United States Department of Education
VCTL	Visual-Centric Teaching and Learning

Executive Summary

Executive Summary

Gallaudet University since its inception has been on an innovative journey in creating a visual learning community design centered with American Sign Language (ASL) and English ("bilingual learning"). Founded in 1864 with a charter created by Congress and signed into law by President Abraham Lincoln, Gallaudet University is the world's only bilingual liberal education institution of higher learning for *deaf, hard of hearing, deafblind, and deaf disabled students, and their allies. *(*Note: In the interest of brevity, hereafter referred to as deaf or deaf and hard of hearing.)*

As a private institution with a public mandate (Education of the Deaf Act), Gallaudet University not only models best-in-class bilingual higher education, it showcases bilingual learning across the lifespan, beginning with early language acquisition through the Laurent Clerc National Deaf Education Center (Clerc Center). While the Middle States Commission on Higher Education's (MSCHE) accreditation focuses on the University; it can only be understood within the larger public mandate Gallaudet serves.

Gallaudet University is a beacon for bilingual learners around the world, with a fierce commitment to democratic principles and the creation of pathways to success and civic engagement. It currently serves 1,410 degree seeking students, 42% of whom are of color, and 45% of U.S. undergraduate students have an expected family contribution of $0. Gallaudet serves an additional 309 non-degree seeking students, including English Language Institute, continuing education, and special students. Despite significant challenges in the birth to grade 12 deaf education system, Gallaudet's graduation and retention rates improved to a 58% first-time, full-time freshmen (FTFTF), six-year graduation rate with the fall 2015 cohort, and an 80% retention rate with the fall 2020 cohort.

As with most institutions, Gallaudet's retention with the fall 2021 cohort dipped slightly - to 73% - due to the impact of the COVID-19 pandemic. However, Gallaudet has historically experienced retention and graduation success, thanks to the passionate, adaptive commitment of our faculty and student success staff. For example, Gallaudet currently has a high-level enrollment taskforce working to assess and improve the design of the enrollment and recruitment programs for the changing demographic of deaf and hard of hearing students.

Connect. Discover. Influence. (A Transformative Journey)
The seeds preparing Gallaudet to undergo a transformative journey began in 1988 with the "Deaf President Now" protest, which demanded deaf leadership at the helm of this University. This resulted in the first deaf president and the 51% majority deaf requirement on the Board of Trustees. The second protest in 2006 was on due process and transparency in decision-making with many leaders, hearing and deaf alike, wanting to assure engagement and transparency in decision-making as an institution. The presidential search in 2009 provided a road map for effective communication, transparency, and shared governance, learning from the protests of the past. Dr. Alan Hurwitz, who was president at the time of the last accreditation, served until he retired at the end of 2015.

In 2014, the Board of Trustees, led by a 51% deaf majority, and through a community engagement process, recognized emerging change efforts throughout the institution. In the University's presidential search process, the board highlighted the need to build upon that momentum with accelerated and expanded transformation. This framing led to the selection of Roberta J. Cordano, who began her presidency in January 2016, with her emphasis that this is "our presidency" honoring the values of the deaf community. The goal of this collective presidency is to respond to the urgency of strengthening educational access, affordability, and quality for deaf, hard of hearing and deafblind learners as well as for those who seek to use sign language in their professional and personal endeavors.

With President Cordano's leadership and community engagement, The Gallaudet Promise: Excellence in Learning and Discovery has become our North Star. Congressional support for Gallaudet University has expanded under President Cordano, signaling continued commitment to the core principle of providing bilingual higher education opportunities for deaf learners. Our students' experience is shaped by our collective efforts to connect with one another, discover new knowledge, and then to influence our community and the world. In every step of the community's journey our transformation has been managed and guided by iterative plans covering spans of two to three years, while being faithful to the overall vision of the Gallaudet Promise once it was unveiled in 2019.

It is noteworthy that President Cordano is the first to install a predominantly deaf, and now, fully ASL fluent Executive Team that includes more women and people of color. When the COVID pandemic hit in 2020, this Executive Team agreed to be data-driven, led by core principles and a shared framing of: "How do we use this crisis/opportunity to move Gallaudet towards a more nimble, adaptive future state?" The Executive Team and the faculty independently and collectively determined to continue transformation efforts, even as the University was managing its response to the pandemic. These efforts included the creation of a CBO position and corresponding team, the redesign of the faculty into five interdisciplinary schools, and equity and belonging work, creating the first and only Center for Black Deaf Studies (CBDS) in the world and engaging with Black deaf leaders inside and outside of Gallaudet to recognize the legacy of Louise B. Miller, a champion of black deaf education in the early 1950s during racial segregation.

Gallaudet is gaining momentum on many fronts on the transformational journey of "Becoming," as evidenced in the university-wide transformational efforts described throughout this Self-Study Report and in President Cordano's leadership.

Standard I: Mission and Goals

As mentioned, while MSCHE focuses on the University, The Gallaudet Promise is embedded within the larger context and expectations set forth by Congress, which has tasked Gallaudet University and the Clerc Center with strengthening bilingual education in the United States.

Thus, the University and the Clerc Center's missions, along with The Gallaudet Promise, reflect this unique commitment to teaching, learning, research, and discovery across the lifespan of deaf learners, while also serving as a resource for professionals who design and deliver deaf education and other professional services for the community such as social work, audiology, and psychology. Our Government Performance and Results Act (GPRA) reporting and the *Annual Report of Achievements (ARA)* to the U.S. Department of Education (USDE) reflect our delivery of education and research endeavors for individuals from birth to the Ph.D. level. Since the previous Self-Study, Gallaudet has successfully implemented three strategic plans and is guided by The Gallaudet Promise's three priorities and the bilingual, equity and belonging, and innovation imperatives that address five grand challenges long experienced by deaf and hard of hearing people globally.

Strengths:
- The Gallaudet Promise includes benchmarks, and key performance indicators to assess the effectiveness of our programs.
- At least 70% of the Phase I plan is completed or well underway, with one year remaining for implementation.
- The Gallaudet Promise is well integrated throughout the University, including the Executive Team's prioritization and planning.

Challenges:
- The Board of Trustees recognizes that the Gallaudet Mission Statement must be updated to include the full scope of leadership for birth through life-long learning. The goal is to complete it as we enter Phase II of the Strategic Plan.
- Assuring that our commitment to social and restorative justice translates to equitable impact measured by broadening and increasing engagement including in decision-making input.

Recommendation:
- Given that the mission and vision statements were approved in 2007 and 2009, respectively – and much has changed since then – a full review would be beneficial and is planned as part of Phase Two Strategic Plan development.

Standard II: Ethics and Integrity
Gallaudet University is committed to upholding the highest standards of ethics and integrity, holding itself accountable through accreditation processes, federal reporting, community engagement, and openness to feedback. The current leadership of the University, guided by The Gallaudet Promise and in collaboration with the community, is engaging with deeper change efforts that address inclusion, equity, and language vibrancy within our community of faculty, staff, and students.

The *ARA*, mentioned above, is required by the Education of the Deaf Act (EDA) to document Gallaudet's yearly progress in fulfilling its vision and mission. The *ARA* and the MSCHE Self-Study recognize challenges the University faces in meeting its dedication to diversity, equity, inclusiveness, bilingualism, and assessing ethical systems that are in place.

Strengths:
- Gallaudet University provides one-of-a-kind ethical programming that supports a climate of respect, inclusive excellence, and open-mindedness on campus. Gallaudet's uniqueness as an educational institution, coupled with the rich diversity of its students, faculty, and staff and its location in the nation's capital contributes to the sui generis nature of its ethical programming.
- Gallaudet created an Office of General Counsel (OGC) to support management of whistle-blower complaints, conflict of interest management, risk management, and compliance oversight and design.
- Due to close scrutiny by the deaf community, as well as continuing federal oversight by the U.S. Department of Education and Congress, Gallaudet continually must demonstrate commitment to core values of integrity, honesty, fairness, and transparency in advancing our mission and its impact on student success.

Challenges:
- The relatively small size of the deaf community can result in multiple roles and relationships that intersect on and off campus. This can lead to misperceptions about fairness, impartiality, and conflicts of interest, even when policies are being followed to the letter.
- The numerous ethical systems in place at Gallaudet are decentralized. The process of making these documents, policies, procedures, and practices readily available bilingually and transparent to campus constituencies could be improved.

Recommendation:
- Expand training on fairness, impartiality, and conflicts of interest to directly address and discuss the unique nature of the Gallaudet community.
- Identify and implement effective strategies for bilingual communication of ethical policies, protocols, and procedures in user-friendly formats. Consider whether centralizing the ethical systems in a communication tool (e.g., clearinghouse structure, dashboard) would be helpful.
- Assessment of the ethics system at Gallaudet should occur regularly. This information should be provided in a bilingual, transparent, and user-friendly arrangement.

Standard III: Design and Delivery of the Student Learning Experience

Gallaudet University is diligent in maintaining its reputation and its impact as the world's only higher education institution providing bilingual liberal education and career development opportunities to deaf and hard of hearing students. We provide a breadth of degree programs and civic engagement learning opportunities, with a commitment to fostering equity and belonging, and preparing students to flourish as leaders, innovators, and change-makers in a diverse global society. Our academic programs are structured in a way that provides clear pathways to degree attainment, guided with student support programs and a coherent learning experience.

Strengths:
- Our deaf students have full access to visual and sign language-based learning in our curricular offerings.
- Our academic programs are structured to provide clear pathways to degree attainment as outlined in the Academic Catalog(s) and guided by student support programs. Students can progress through their academic career knowing they are preparing to flourish as leaders, innovators, and change-makers in a diverse global society.
- Faculty-led transformation from 16 departments to five schools is now in its third year. This is creating the right conditions to advance to next phase of improving the design and delivery of interdisciplinary and transdisciplinary curricular opportunities that will strengthen delivering on the new Institutional Student Learning Outcomes, which were reviewed and adopted in 2021.

Challenges:
- Due to loss of institutional knowledge, shifts in strategic plans, and the pandemic, Gallaudet's ability to implement a clear and concise Academic Program Review (APR) process has suffered.
- Continuing education is an area that we need to invest in to support growth for online learning across the lifespan. The pace of change has been impacted by the magnitude of effort it has taken to return to and sustain face-to-face instruction, though the motivation is high in Academic Affairs to offer more courses that benefit learners across the lifespan.
- We recognize there is more we can to do serve the non-signing hard of hearing population of learners in the United States and believe that online learning may be the best pathway to expand our mission impact.

Recommendation:
- Consistency in collecting assessment data, tracking the data, and a clearly outlined plan to move forward is not well documented. To establish an assessment process that reflects the mission of the institution with the designs and delivery of academic programs, a clearer connection between academic programming, resources, and overall systemic approaches to The Gallaudet Promise is needed.
- Continue to strategically grow our online presence and opportunities for deaf, hard of hearing and deafblind learners balancing it with the benefits of the unique and irreplaceable language and visual immersion experience gained from being on campus.

Standard IV: Support of the Student Experience

For 158 years, Gallaudet University has remained true to its commitment of creating a bilingual environment within which deaf students thrive. Support for the student curricular and co-curricular experience is the foundation of student success and central to The Gallaudet Promise. Our commitment to student success and retention begins with prospective students and, through the Clerc Center, we support the success of deaf learners from birth to grade 12. Gallaudet offers a wide array of intentionally designed services, initiatives, and processes to help students reach their educational and life goals.

Through strategic decision-making, technology partnerships, and guidance from the Division of Student Affairs, during COVID, Gallaudet established programming that encouraged faculty, staff, and student engagement, reducing student isolation. Although we were successful in achieving a positive experience for students off campus who took courses remotely during COVID, the pandemic, unfortunately, had a negative impact on our small group of on-campus students. We have transitioned back to campus adapting continually to COVID conditions. We are diligently working to identify innovative approaches to address the dynamics of students and faculty and staff post-pandemic experience.

Strengths:
- A clear and intentional commitment to restorative justice in the shift towards Student Accountability and Restorative Practices (SARP) rather than punitive focus on student behavior.
- The establishment and subsequent support of Student Success Coaches with the intent to provide higher level peer support from recent graduates from Gallaudet University.
- Student Affairs consistently engages students and acts on their recommendations to improve the campus community experience particularly regarding renovations led by the Community Hub initiative.
- The Division of Student Affairs' extraordinary effort in creating teams to support returning our students to campus, post-pandemic.

Challenges:
- The global pandemic, as with many other higher education institutions, had complex and inconsistent impacts on students, ranging from severe disconnection, inability to focus on academic progress, to a smooth transition to online learning; yet all shared the most severe impact --the lack of socialization in sign language with their peers, faculty and staff at Gallaudet University. We are facing higher mental health and well-being destabilization and changing expectations of the "college experience."
- The student experience at Gallaudet University is a rich, complex dynamic between curricular and cocurricular activities. The difficulty of tracking and assessing the impact of this complex dynamic will require new approaches to understanding the student experience.
- Our dormitory facilities, the library and Ely Center (where student organizations are housed) are all aging and in need of upgrades or replacement.

Recommendations:
- Non-academic units should continue to expand their student outcomes assessment strategies with the use of software with the support of Institutional Research & Effectiveness (IR&E) and professional development to enhance co-curricular experiences.
- Academic Affairs and Student Affairs would benefit from intentional collaboration and planning to increase co-curricular and experiential learning offerings for students and assure timely assessment for impact and improvement.

Standard V: Educational Effectiveness Assessment

Gallaudet University assesses learning for undergraduates and graduate students at multiple levels, starting with the General Education Program. All undergraduate outcomes, learning experiences, and assessments are linked to the University's Institutional Student Learning Outcomes (ISLOs), mission, and strategic plan. The University provides support to academic programs through IR&E. IR&E ensures the ISLOs also support the University's mission, specifically to ensure the intellectual and professional advancement of deaf and hard of hearing students and prepare graduates for career opportunities. Gallaudet's learning experiences nurture our scholars to be civic-minded, bilingually fluent with pride, and career-ready critical thinkers who are digital aware, ethically guided, scientifically literate, and globally engaged.

Strengths

- There are key mechanisms available to help faculty improve their pedagogy across programs. These mechanisms are connected to the faculty's evaluation and are required to be added to their portfolio.
- Gallaudet provides opportunities for faculty development each semester. New faculty are required to attend an orientation, where they are provided with professional learning opportunities to make them effective in their coursework. Workshops provide faculty with information on innovative theories and practices in higher education, and on how to implement to enhance student performance.

Challenges

- The global pandemic necessitated postponing the development of a more comprehensive Academic Affairs plan during Academic Year 2021-2022 to provide stability in leadership
- The University needs to provide a framework for reporting how programs improved their curriculum and the rationale for changes.
- The Assessment Council needs to return to a regular, pre-pandemic meeting schedule and report its findings on whether the University's current assessment system is effective.

Recommendations

- The incoming provost needs to initiate the development of an academic plan during Academic Year 2023-2024.
- There are opportunities for refining our assessment plans to include diversity and bilingualism, as described in the challenges and imperatives in The Gallaudet Promise.
- Identify appropriate units to manage extended follow-ups with alumni and their employers at the five- and ten-year marks to account for career changes and/or updates, rather than only administering a survey one year after graduation.
- The University should expand and provide institutional support for the Assessment Council and create a culture of assessment across all campus units.

Standard VI: Planning, Resources and Institutional Improvement

The Gallaudet Promise has been successful in realigning and managing Gallaudet's planning, resource allocation, and assessment processes to ensure that the Phase One Strategic Plan is successfully implemented. The Gallaudet Promise was introduced as a vision for creating a more sustainable and vibrant life experience for deaf and hard of hearing people, and stated our challenges as a community, identified our priority areas as a university, and articulated three imperatives, or core values, to be integrated into all aspects of the University and the Clerc Center. The MSCHE Self-Study Review process allowed us to assess how we are progressing with the five transformational accelerators in Phase One of The Gallaudet Promise. It is important to note that we do not see these transformations happening independently of others. Rather, President Cordano has intentionally created pathways in which each division works together to create a sustainable Gallaudet University. Part of any transformation includes community engagement, and we recognize that a clear outline of division-level plans in coordination with each other is necessary for the long term.

Strengths:
- The Gallaudet Promise: Excellence in Learning and Discovery provides a clear vision of what we aspire to achieve by 2030 and ensures that how we do the work reflects our community values.
- The Phase One Strategic Plan articulates our measures of progress for work from 2020-2023 and the Envisio platform allows all stakeholders to see this progress.
- Organizational transformations are guided by various assessments that have been conducted.
- The Board of Trustees regularly reviews updates on our strategic plan progress.

Challenges:
- The need for rebuilding data and reporting infrastructure together with leadership skills and capacity has slowed our progress in creating integrated division level plans and more robust and transparent annual reporting to leadership and the community.
- Lack of integrated communications and clearly outlined approach to the various transformations on campus and thus efforts are not integrated into a coherent, cogent whole for the community.
- Phase One encouraged, but did not require, integrated operational planning.

Recommendations:
- Division leaders produce annual plans and reports that help fulfill The Gallaudet Promise and provide a cogent narrative and shared understanding of the various transformation efforts.
- Phase II will require integrated division-level plans to be designed and developed with improved shared governance oversight, accountability, and transparency in each area of the
- Complete the development of Key Performance Indicators (KPIs) for The Gallaudet Promise.
- Ensure full implementation of adaptive analysis component of Workday so that financial information is transparent and regularly integrated into planning and decision making.
- Reinstate the Student Satisfaction Inventory (SSI) and Employee Satisfaction Survey (ESS) and conduct them regularly.

Standard VII: Governance, Leadership, and Administration

Gallaudet University has long embraced shared governance. The University is led by a 21-member Board of Trustees that provides fiduciary oversight and long-term strategic guidance; and the president and Executive Team are responsible for the day-to-day management and guidance of University and Clerc Center operations. Under the leadership of President Cordano, the Executive Team has evolved to be more inclusive, with leaders who are deaf, female, LGBTQIA, and racially and ethnically diverse. The University Faculty, which includes representation from the Faculty of Color Coalition, guides the faculty with their curricular and academic realms of responsibility. A key vehicle for shared governance is the Faculty-Administration-Board (FAB) committee, which meets on a regular basis to identify strategic issues that impact Academic Affairs and the University. While not formally part of shared governance, the Gallaudet Staff Council, and the Organization for Equity of Staff of Color play crucial leadership roles, influencing practices and policies throughout the organization. The Student Body Government (SBG) and the Graduate Student Association (GSA) lead student governing bodies and have representation within the shared governance structure. The University Council provides a place where all stakeholders come together to wrestle with matters of importance impacting governance and operations. There are intentional transformations happening throughout the campus, from the Board of Trustees to the Executive Team, to the academic structure and program offerings.

A COVID team provided leadership and guidance to the Gallaudet community through the pandemic. As Gallaudet continues to adapt to post-pandemic changes, we acknowledge that while there has been progress in shared governance, there are gaps in faculty/staff engagement that need to be addressed. Most importantly, there is a need for a formative and summative process that centralizes the impact of these University-wide transformations.

Strengths:
- The composition and experience of the president and senior administrators who are leading the University through its ongoing transformation.
- The Board of Trustees has evolved to better support the University's transformation. FAB meets on a regular basis and the relationship between the three shared governance groups is collaborative and effective.
- Committed investment in technology platforms like Workday, ServiceNow, Blackboard Ultra, and Navigate which can deliver real-time data, reporting and analysis needed to strengthen our operations and programs.

Challenges:
- While there has been progress in shared governance and strong relationships among leaders, management systems and skills need to improve to deepen faculty and staff communication and engagement.
- There is a need for systematic assessment of the impact of all the changes that have occurred as part of the University-wide transformation processes.
- Additional support mechanisms are needed for the growth and development of deaf administrators and leaders.

Recommendations:

- Continue to provide guidance and training for administrative leaders, faculty, and the board on shared governance and, include in operations plans goals related to shared governance.
- Review and revise the University Council Bylaws and establish processes for maintaining meeting agendas, meeting documentation, and community communications.
- Create and maintain an assessment culture reflected in a systematic assessment plan to assess the progress and impact of transformational efforts throughout the University.

Introduction

Introduction

Mission

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through ASL and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

–Approved by the Board of Trustees, November 2007

Vision Statement

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation, and outreach related to deaf and hard of hearing people. Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring ASL and English, that provides full access for all students to learning and communication.
- A commitment to excellence in learning and student service.
- A world-class campus in the nation's capital.
- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners.
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

–Approved by the Board of Trustees, May 2009

The Gallaudet Promise Community Values

Gallaudet is our space where the Deaf experience and sign language vibrancy and vitality thrive. By acting together for the greater good of our students and our community, we create a better world. Our values reflect our human connection to each other. Values make a difference when each of us actively applies them as we learn, work, and engage with each other.

- The Deaf Experience and Intersectionality - Honor the Deaf experience across the spectrum of identities and intersectionalities.
- Being Bilingual - Embrace and prompt bilingual communication and sign language vibrancy as the essence of our connection as a community.
- Belonging - Create a campus that leverages the rich diversity of identities, cultures, linguistic backgrounds, languages, and life experiences leading to equitable opportunities, full access, and a deep sense of belonging for all.

- Lifelong Learning and Adaptability - Foster curiosity and adaptability about new and differing perspectives as the foundation for learning, research, discovery, and individual and community growth.
- Trust and Respect - Act with personal and professional integrity to create a culture that reflects respect for ourselves, our campus, our community, and our planet.

Institutional Profile

Gallaudet is the world's only liberal education institution for deaf students, and a place where they are seen as members of a cultural and linguistic minority. Gallaudet University is a federally chartered university authorized to confer college degrees by an act of Congress in 1864 and the diplomas of all Gallaudet graduates are signed by the presiding U.S. president. In 1988, the DPN movement led to the appointment of the University's first deaf president, Dr. I. King Jordan, and the Board of Trustees' first deaf chair, Philip Bravin. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.

Gallaudet University and its birth through grade 12 schools and national mission, the Laurent Clerc National Deaf Education Center (Clerc Center), are viewed by deaf and hearing people alike as primary resources for all things related to deaf people, including educational and career opportunities, open communication and visual learning, deaf history, and culture, ASL, research, the impact of technology on the deaf community, and more.

Based on MSCHE feedback, in 2007 the University updated its mission by incorporating the University's bilingual values for ASL and English. Under the leadership of President Cordano, the University has been actively defining and clarifying what it means to be an ASL/English bilingual institution throughout our organization. President Cordano and former Provost Carol Erting established the Bilingual Mission Framework Task Force which resulted in the articulation of assumptions, concepts, and values to inform guidelines, policies, and practice related to major domains of campus life.

The Bilingual Mission Framework Task Force brought into focus the diversity and intersectionality of the deaf community. It affirmed that there are "many ways to be deaf," recognizing the diversity can be seen in the increasing number of Black, indigenous, people of color (BIPOC) deaf-disabled, LGBTQIA students, faculty, and staff on campus. Based on the recommendation of the task force, the President created the first-ever CBO position to make our Bilingual Mission all encompassing, extending beyond academics to include the entire University and its stakeholders. This can be seen in the significant increase in the production of bilingual messaging in all forms (e.g., the University's website and emails, among others), a focus on increasing visual-centric design for architecture and new and renovated spaces to be more conducive to our signing community, increased support to faculty and staff in carrying out the Bilingual Mission.

Student Profile

From the Fall 2021 enrollment census:

- 1,719 students at the University level.
- 59% (1,012) undergraduate, 24% (421) graduate, 1% (16) in the English Language Institute (ELI), and 16% (270) continuing education (also known as professional studies) students were enrolled at Gallaudet University.
- 82% (1,150) were full-time degree-seeking students and 18% (260) part-time degree-seeking students. In total, 98% (1,410) are degree-seeking undergraduate and graduate students, and less than 2% (23) are non-degree seeking.
- 42% (596) degree-seeking students from historically underrepresented racial/ethnic groups. 47% (668) white, and 5% (72) international.
- 77% (1,081) degree-seeking students – 900 undergraduates and 181 graduates – deaf or hard of hearing, and 22% (312) – 98 undergraduates and 214 graduates – hearing students.
- 80% of FTFTF entering fall 2020 persisted into their second year.
- Six-year graduation rate: 58% for FTFTF entering in fall 2015.
- 67% of graduating bachelor's degree student respondents to the most recent Annual Alumni Survey reported they were working either full time or part time, and 26% reported they were pursuing additional education.
- 30 undergraduate majors offered, the most popular being Communications, Interpretation, Physical Education and Recreation (PER), Social Work, and Psychology.
- 20 graduate programs offered, the most popular being Sign Language Education, Social Work, Audiology, and Clinical Psychology.

Eighty percent (48 out of 60) of the University's academic programs require internships for graduation. A small number of hearing undergraduate students who are not majoring in Interpretation (up to 5% of an entering class) are admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students. Certificates and Master of Arts, Master of Science, doctoral, and specialist degrees are offered in many fields involving professional service to deaf and hard of hearing people.

Overview of Changes since the 2013 Self-Study:

During the 2014-2015 Presidential search, led by the Board of Trustees, which broadly engaged stakeholders, the community recognized that the forces influencing higher education and those specific to the deaf community and deaf education required nothing less than a complete evolution of the institution. The Gallaudet community recognized the urgency of transformation to leverage Gallaudet's unique bilingual, multicultural niche and to address organizational efficacy and efficiency in the following ways:

- Serving an increasingly diverse student population;
- Designing and delivering skills-based academic and co-curricular experiences;
- Increasing access, in part by addressing affordability;
- Ensuring that leadership reflects the community;
- Expanding research that directly impacts the deaf and hard of hearing community
- Building on the bilingual, international, and national presence of Gallaudet.

This sense of urgency for transformation has driven most of the changes documented throughout this reflective self-study.

Board of Trustees

The Board of Trustees continues to be comprised of 18 trustees plus three additional public trustees who are members of Congress. Since the last accreditation, the Board of Trustees started its own transformational efforts responding to the strategic needs of Gallaudet University and Clerc Center, by hiring a transformational President of Gallaudet University and by evolving its leadership and streamlined its committee structure and operations strengthening strategic leadership in addition to fiduciary oversight.

University President and Administrative Leadership

Guided by the expectations of the community and the Board of Trustees, President Cordano who began her tenure in January 2016 has led significant transformation efforts across the institution designed to address Gallaudet becoming more student centric (curriculum changes, campus space changes), efficient (significant infrastructure updates such as Workday), and relevant (creation of the CBO position, strengthening of systems change work by the Chief Diversity Officer [CDO] and the Division of Diversity Equity and Inclusive Excellence). From 2016-2020, the President implemented several key changes to the leadership of Gallaudet University. She restructured the 35-year Vice President of the Division of Administration and Finance's leadership role into three executive roles: chief financial officer, chief operating officer, and general counsel. In the course of assembling her executive team, President Cordano ensured diversity: the majority is now deaf, female, and more varied in terms of race, ethnicity, and LGBTQ.

Academic Leadership

Dr. Stephen Weiner, the provost during the last Self-Study, stepped down in 2014 and Dr. Carol Erting was appointed. Dr. Erting retired in 2020 and Dr. Jeffrey Lewis was appointed as interim Provost for a two-year term. Because of the extended impact of COVID and the faculty request for continuity, President Cordano extended his contract an additional year in the spring of 2022.

Guided by a collaborative effort between faculty and administration, the academic administration division was restructured in 2020. Previously there were two colleges: the College of Arts and Sciences and the School of Business, Education, and Human Services. The colleges were combined into one unit with five Schools, organized according to disciplines with similar interests or goals. The purpose of this restructure was to increase student engagement and to foster greater inter and trans disciplinary curriculum opportunities. The five schools are:
- School of Human Services and Sciences
- School of Language, Education, and Culture
- School of Arts and Humanities
- Science, Technology, Accessibility, Mathematics, and Public Health
- School of Civic Leadership, Business, and Social Change

Campus Changes and Updates Since the 2013 Self-Study

Capital improvements have been conducted since the last Self-Study, including remodeling spaces to provide an inclusive learning environment more compatible with the visuocentric "deaf way of being." A new residential dorm, the Living and Learning Residence Hall, was constructed in 2016, creating a barrier-free deaf living space to enhance the visual and signing community experience. The renovation of Hall Memorial Building in 2016 also created a model of visuocentric space, including the long-awaited link between the building's two wings. The facilities for the Science, Technology, and Mathematics (STM) program were also renovated to incorporate cutting-edge technologies for its majors.

Gallaudet created a "Community Hubs" team that engaged with students to identify key priorities to enhance the student experience by supporting welcoming and engaging spaces for students to use. This resulted in key projects, including:
- Gender-inclusive spaces, restrooms, and locker rooms
- Outdoor patio spaces with grills and games
- Renovations to the Marketplace in I. King Jordan Student Academic Center (JSAC)
- New inter-faith spaces with prayer rooms for Muslim students.

We renovated the Edward Miner Gallaudet building to create a new Welcome Center primarily for our admissions office and we placed the Business Department there so that there would be student and faculty traffic. This space celebrates the vibrancy of ASL visually and invested in the first impressions we make for prospects, visitors, and guests of the university. The Merrill Learning Center (MLC), the campus building housing the University Library and Archives, as well as units providing ASL proficiency assessment, classroom technology support, and video services, is currently closed due to serious issues with water damage and environmental hazards; thus, they have a temporary location. The Gallaudet Field House, and athletic facilities have had significant upgrades including new seating in the field house, replacement of the turf on the football field, resurfacing of our track, lights for baseball fields.

Operating Budget and Employee Profile

As of October 2021, Gallaudet had 179 full-time faculty and 707 regular status employees in administrative, professional/academic/student support, instructional support, clerical, technical, service, and maintenance positions. Gallaudet's operating budget includes both the University and Clerc Center. Gallaudet does not separate its budget or income statement between the two due to shared resources, facilities, and federal appropriation revenue, as well as accounting practices. For FY 2021, Gallaudet's operating revenue, without donor restrictions, was $195,924,670: 79.0% from federal appropriations, 2.7% from auxiliary enterprises, 8.4% from net tuition and fees, 2.7% from grants and contracts, 1.2% from investment income, and 5.9% from other sources.

Self-Study Design Approach

Self-Study Design Approach

The adoption of a Standards-Based Approach enabled Gallaudet University to confirm its alignment with the seven standards of accreditation and the requirements of affiliation, as well as its compliance with federal regulations. In preparing for the current MSCHE Self-Study, Gallaudet decided on a Standards-Based Approach as the model that best addresses issues of importance to the University.

We are also mindful of the campuswide focus on the progress and next steps of The Gallaudet Promise. The current MSCHE Self-Study provides an opportunity for the Gallaudet community to analyze the University's strengths and the effectiveness of practices related to the Promise and to assess areas in which the University might benefit from changes.

Self-Study Organization

There were three chairs of the MSCHE Self-Study - staff and faculty representatives - to ensure equitable representation. All shared governance groups were involved in the discussion and acceptance of the co-chairs - Dr. William Ennis (Faculty Chair), Dr. Kristin Mulrooney (Strategic Planning and Integration Manager, Office of Planning) and the Accreditation Liaison Officer (ALO), Dr. Caroline Kobek Pezzarossi. Please note that Dr. Crystal Harris (Director, Student Financial Services) began as co-chair but was unable to continue, and Dr. Mulrooney, co-leader for Standard VI, stepped in to fulfill the role. Each of the seven accreditation standards was assigned to a Working Group chaired by one or two Steering Committee members. An eighth Working Group was formed to verify compliance and affirm the *Requirements of Affiliation.*

Steering Committee Membership and Working Groups

The Steering Committee was selected in a collaborative effort with the participants from the Institute, the ALO, the MSCHE Self-Study co-chairs, senior administrators, and shared governance groups. Names were solicited to seek representative membership from the faculty, staff, and administration. Professional staff membership was also sought to fully represent Academic Affairs on the Steering Committee.

An Executive Committee of the Steering Committee was responsible for the communications plan, coordination of logistics, and points of contact for questions from the community, among other high-level approaches. This committee consisted of both co-chairs, the ALO, the associate accreditation coordinator, and the project manager.

A list of Working Groups was proposed, with input from Academic Affairs directors, deans, and the chair of the Faculty Senate. Members of the Working Groups comprised various stakeholders from the University community, including the Board of Trustees, Office of the President, Strategic Planning Office, faculty from programs within the five schools, General Education Program, DEDI, Office of Title IX, Human Resources (HR), OGC, Faculty of Color Coalition (FOCC), Gallaudet Staff Council (GSC), standing committees of Faculty Governance, Athletics , Financial Aid Office (FAO), Office of the Registrar, Campus Activities, Student Financial Services (SFS), SBG, and GSA. (See Appendix A for a full list of membership.)

Timelines for the 2020-2021 academic year were discussed with the co-chairs, and an orientation was held before the fall semester began. The Steering Committee met approximately once a month during the academic year, and each meeting was based on readings from the MSCHE website and *Standards for Accreditation and Requirements of Affiliation*. In each meeting, Working Groups were encouraged to generate lists of analytic research questions for each standard and aligned institutional priority. The questions were developed and vetted by the Steering Committee and Working Group members, co-chairs, and the interim provost.

The goals for the Steering Committee and Working Groups included:
- Interpret and explain (MSCHE's) accreditation standards.
- Convey to the campus community the importance MSCHE places on institutional planning and assessment, including the assessment of student learning.
- Explain the MSCHE evaluation process.
- Assist in producing an excellent and useful Self-Study Report.
- Work collaboratively across the seven standards with MSCHE staff.
- Develop analytical questions to guide the Working Groups' research.
- Assure that the Self-Study Report appropriately addresses MSCHE's standards and criteria.
- Assure that the Self-Study Report is analytical, forward-looking, supported by evidence, and useful to the institution's self-understanding and self-improvement.
- Prepare the University community for hosting the evaluation team's visit.

Each Working Group produced a chapter on a single, assigned standard. The chapter, an evidence-based and analytic study, highlighted by examples of best practices and attentive to areas for improvement, demonstrated the University's alignment with each group's standard and engaged in ongoing improvement with its mission.

Standard I
Mission and Goals

Standard I: Mission and Goals

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

Requirements of Affiliation:
- **Requirement 7:** The institution has a Mission Statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.
- **Requirement 10:** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Overview

For 158 years, Gallaudet University has been a leader in higher education for deaf and hard of hearing people. Arriving on Gallaudet's campus, it is immediately apparent it is like no other place in the world. Educational institutions nationwide and globally look to Gallaudet to create new knowledge and translate those discoveries into practice that will benefit people who are deaf and hard of hearing, and all humanity.

A key part of Gallaudet's institutional review in 2007 was the development of a new Mission Statement that represents a significant advancement in the clarity of its direction and purpose. This was the first time in Gallaudet's history that it made an explicit statement that it is a bilingual university.

However, it was not until 2017 that the University, under the leadership of President Cordano, began to develop an operational definition for ASL and English bilingualism. Since the last Self-Study in 2013, there has been a focus on clarifying and implementing the mission across the University. President Cordano established the Bilingual Mission Framework Task Force, led by Interim Provost Lewis and Dr. Kristin Mulrooney, senior project manager in the Office of the President, to address that focus. Today, implementation of policies, programs, and overall support of the mission continues to grow.

Gallaudet University Mission

Gallaudet University's mission remains at the forefront of its identity, providing guidance in University activities, including strategic planning, assessment, resource allocation, and goal setting. The mission and vision drive our purpose in providing and enhancing opportunities within the deaf and hard of hearing community.

Gallaudet University Vision Statement

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation, and outreach related to deaf and hard of hearing people. Gallaudet will achieve these outcomes through providing the following:

- A bilingual learning environment, featuring ASL and English that provides full access for all students to learning and communication.
- A commitment to excellence in learning and student service.
- A world-class campus in the nation's capital.
- A virtual campus that expands Gallaudet's reach to a broader audience of visual learners.
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

The Gallaudet Promise and Mission Impact

The Gallaudet Promise and Phase One Plan (2020):

Over the past decade, Gallaudet implemented three strategic plans under the leaderships of former President Hurwitz and current President Cordano. As detailed in the Institutional Priorities section of the introduction, during the presidency transition, the Board of Trustees approved extending the Gallaudet Strategic Plan (GSP) until January 2017. The GSP was designed to reflect Gallaudet's new mission statement and reengage with Gallaudet's heritage. It was in place from 2010 to 2017. The Short-Term Strategic Plan was intentionally designed to be a three-year plan, 2017-2020, and focused on long-standing needs presented by the community. The intent was to give the community time and experience to adapt to new ways of working which would, in turn, support and accelerate innovation and transformation toward excellence in achieving Gallaudet's unique mission in the world. This plan provided the bridge to the Gallaudet Promise and a longer-term strategic vision.

The Gallaudet Promise is a 10-year vision that consists of three imperatives and three priorities that address five grand challenges experienced by deaf and hard of hearing people globally. It is brought to life by a series of strategic plans which detail the goals. The Phase One Strategic Plan is underway and continues through 2023.

The Office of Planning tracks progress on the Phase One Strategic Plan by monitoring the Measures of Progress toward the goals in each of its five areas. In turn, it uses KPIs to monitor progress on The Gallaudet Promise, Priorities One and Two, and supports development of KPIs for the Imperatives. The Gallaudet community is informed of progress on the University's ongoing transformation.

EVIDENCE

Criterion 1. Gallaudet University has a clearly defined mission and goals that:
(a) Are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement.
In 2007 the university convened a diverse workgroup to respond to MSCHE's recommendation to update the university's mission to elevate the importance of bilingual education for Gallaudet University's students. The Board of Trustees then adopted the mission in November 2007.
The university mission has not changed since it was adopted by the Board of Trustees in November 2007. However, in February 2019 the Bilingual Framework Task Force produced the Bilingual Mission Framework. This Framework provides for the comprehensive implementation of the university's mission. Membership on the Task Force was comprised of a diverse group of campus constituents.

(b) Address external as well as internal contexts and constituencies;
The imperatives and priorities in The Gallaudet Promise provide an updated redirection on how the University executes and implements its Mission Statement. Over the years, Gallaudet has continued to understand and reckon with its history, recognize the current context within which it exists, and envision a future where the world recognizes and values the contributions of deaf and hard of hearing people of all backgrounds and identities. Our mission, goals and The Gallaudet Promise provide the foundation for our students to receive an outstanding bilingual education steeped in research and scholarly activity that prepares them for a career, while at the same time instills a sense of belonging and inclusiveness. Our mission and goals also address a varied and global external constituency. The expansion of our virtual education capacities provides opportunities for non-traditional students to take courses that lead to certification, certificates, and terminal degrees. Our research centers, which include the Artificial Intelligence, Accessibility, and Sign Language Center; the Deaf and Hard of Hearing Child Resilience Center; the Center for Deaf Health Equity; the Drs. John S. & Betty J. Schuchman Deaf Documentary Center; Technology Access Program (TAP); Visual Language and Visual Learning Center; Counseling and Psychological Services (CAPS; and Hearing, Speech, and Language Sciences (HSLS), provide educational, cultural, and technical information and services for local, national, and international residents and visitors.

(c) Are approved and supported by the governing body;
The Mission Statement represents the scope of Gallaudet University. The 2007 statement was developed based on feedback received from MSCHE and approved by the Board of Trustees. It was further affirmed as part of The Gallaudet Promise, Phase One.

(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;

Gallaudet takes pride in its ability to come together as a community in sharing values and decisions that build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people. The University's mission is the catalyst for continued advancement in which academic and operational programs have their own mission statements reflecting our purpose in providing and enhancing opportunities within the deaf and hard of hearing community.

(e) Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

Since Gallaudet's 2013 Self-Study, more than 10 research and innovation centers, labs, and resources centers have been established, contributing immeasurably to institutional capacity for innovation and knowledge creation. Support for scholarly inquiry and creative activity at all levels is guided by The Gallaudet Promise's Imperative #3 -- Innovation for Impact, Priority 1: Extraordinary learning and academic excellence across the lifespan, and Priority 2: Knowledge Creation and discovery. Gallaudet is required to report its annual achievements to Congress through the *ARA*, which includes a comprehensive review of our research and scholarly activities and achievements. *(See page 148 of the* ARA *for an example of a highlight of our scholarly activities.)*

(f) Are publicized and widely known by the institution's internal stakeholders;

Gallaudet's mission, vision, values, and goals are widely publicized across campus. They are prominent in all campus publications (such as the *University Catalog* and various handbooks), and they are available on the University's website. All academic, administrative, and student support programs are expected to align their mission and goals with Gallaudet's mission and goals, and to provide reports demonstrating achievements and plans relative to them. The Board of Trustees actively references, and is guided by, the mission, vision, values, and goals in its governance work. Additionally, trustees receive updates regarding progress toward institutional goals at every board meeting.

President Cordano provides an address at the start of each semester of the academic year. Both incorporate elements of the overall mission, as well as the unique Bilingual Mission of the University. The Welcome Home address in the fall semester of the new academic year focuses on welcoming new and returning students to Gallaudet University and provides insight on the upcoming academic year and perspectives on navigating the next steps in our transformation. The State of the University address brings the Gallaudet community up to date on its successes and highlights.

(g) Are periodically evaluated.

The Gallaudet Mission Statement is embedded through all academic and operational tasks/duties on campus, which as part of regular evaluation, allow us an opportunity to review the institution's missions, vision, goals, and strategic plans. Annual reporting, such as through the *ARA*, provides the benchmarks and guidance needed to measure institutional efficiencies.

Criterion 2. Institutional goals that are realistic, appropriate to higher education, and consistent with the mission.

Gallaudet's current transformation is a commitment to address five grand challenges unique to our community:

- Demonstrating the benefits of an ASL/English education.
- Expanding the impact of Gallaudet's creative edge.
- Realizing the value of Deaf people across the spectrum of identities.
- Creating pathways to success for Gallaudet students and graduates.
- Cultivating opportunities in both ASL and English-based economies.

These grand challenges are central to Gallaudet's 10-year vision, The Gallaudet Promise. They compel us to provide an educational environment designed to cultivate our students' strengths. To address the grand challenges and achieve The Gallaudet Promise, the University engages in initiatives within our identified priority areas. Our three goals are:

- Extraordinary learning and academic excellence across the lifespan.
- Knowledge creation and discovery.
- Signing ecosystems and career success.

Criterion 3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

Through IR&E, Gallaudet's General Studies program undertook a self-study in 2017-2018. This work led to revisiting and revising Gallaudet's ISLOs in 2018-2019. The ISLOs are general education goals for all undergraduate students that represent the knowledge, skills, and attitudes students should possess upon successful completion of a course, program major, or degree. In 2019, after a three-year process, eight new ISLOs were established: Wellness, Bilingualism, Career Readiness, Critical Thinking, Digital Awareness, Ethics, Science Literacy, and Global Citizenship.

Through its Office of Planning, The Gallaudet Promise was developed with stakeholder participation, including students, faculty, staff, and the Board of Trustees to provide the University community with a roadmap for institutional improvement.

Criterion 4. Periodic assessment of mission and goals to ensure they are relevant and achievable.

Gallaudet's Mission Statement of 2007 and its goals in the Vision Statement of 2009 both followed an extensive process of feedback and stakeholder engagement before being approved by the Board of Trustees. In 2016-2017, the stakeholders and board reviewed the Mission Statement as part of the Gallaudet Strategic Plan. The University launched the Bilingual Mission Framework Task Force to establish the definition and methods of achieving the Bilingual Mission and goals. In summer 2022 the board identified several possible areas to evolve the mission statement and determined that a review is needed during the Phase Two Gallaudet Promise Strategic Plan development process.

Progress on goals is regularly evaluated and results are communicated to all stakeholders via the President's two annual addresses (Welcome Back in the fall semester and State of the University in the spring semester) and during the quarterly Board of Trustees meetings.

To assess its goals, Gallaudet administered the Ruffalo Noel Levitz (RNL) ESS in 2015, 2016, 2017, and 2019 to support the University in better understanding the perspectives of faculty, staff, and administrators in areas that affect campus climate, such as campus culture and policies, institutional goals, involvement in planning and decision making, and work environment. The top five institutional goals that emerged from 2015, 2016, and 2019 were: improve employee morale; retain more current students to graduation; improve the academic ability of entering student classes; improve the quality of existing academic programs; and increase the enrollment of new students. In 2017, increasing the diversity of racial and ethnic groups represented among the student body replaced Goal #4 from 2015 and 2016 (improve the quality of existing academic programs). Additionally, in 2019, a new institutional goal (develop digital infrastructure to support internal operations, communications, and digital learning) was added, and this was ranked sixth. These institutional goals identified by Gallaudet employees via ESS align with the priorities and imperatives of the Gallaudet Promise.

Gallaudet makes explicit its commitment to the bilingual nature of its mission in all its guiding documents: mission and vision statements and The Gallaudet Promise.

Gallaudet University Priorities: Bilingual Mission & Signing Ecosystems

Gallaudet University's faculty, staff, and students, in their daily interactions on campus and in virtually every place, create a vibrant sign language and visual learning environment like no other institution in the world.

Institutional Imperative: Bilingual Mission

Given its historical roots and contemporary presence in scientific, technological, and economic arenas, Gallaudet University is ideally situated to model, promote, and disseminate its ASL and English Bilingual Mission on a global stage. Gallaudet has taken numerous steps to affirm the centrality of ASL as its language. Among these is the Bilingual Mission Framework Task Force, whose first work was to collect and present a historical overview of bilingualism at Gallaudet. Subsequently, the committee revisited the 2007 Mission Statement.

In Fall 2021, the Office of the CBO established a new standing committee called the Bilingual Experience Collective. Its three goals are:

- Uphold Gallaudet University's vision and mission of ASL and English bilingualism by promoting collaborative efforts among the units and divisions from the University and the Clerc Center.
- Create a culture of innovation and growth relating to the bilingual environment.
- Implement training, development, language planning, and support for bilingual technology and research for both the University and Clerc Center communities.

In 2020, the Visual-Centric Teaching and Learning (VCTL) project, funded by the Mellon Foundation[28], was launched. This project is designed to expose University faculty to cutting-edge pedagogies and practices in support of student learning. VCTL also trains faculty on how to integrate culturally responsive and trauma-informed education with ASL and English bilingual teaching and learning.

The Office of the CBO implemented the Bilingual, Evaluation, Test and Assessment Center in 2021. This 509(a)(3) nonprofit organization aims to provide reliable and valid language measurements for ASL and English bilingual individuals through the Research Unit. The testing and assessment systems currently operate in the BETA Center. Many other language planning initiatives for students, faculty, and staff have been implemented to support, enhance, and elevate ASL-English bilingualism in all facets of University life.

Conclusion

Following an extensive process of feedback and stakeholder engagement in its 2007 Mission Statement, Gallaudet has gauged the statement's continued relevance and achievability through voluntary and statutory mechanisms, which include University-wide strategic plans, institutional monitoring, program assessments, federal progress reports, and accreditation exercises.

At the time of Gallaudet's MSCHE re-accreditation in 2013, the University was midway through the Gallaudet Strategic Plan 2010-2015; it was extended through 2017. The plan held the following priority areas: enrollment, retention and graduation, alumni outcomes, cost per graduate, and research enhancement.

Two more strategic planning cycles have taken place since then, both developed and approved by the Board of Trustees. Following the appointment of President Cordano, her nascent administration unveiled a Short-Term Strategic Plan, 2017-2020, that featured six priorities: Bilingualism; Campus Climate, Diversity, Equity, and Inclusion; Student Success; Institutional Leadership and Strategic Planning; Academic Vitality and Strategic Positioning; and Strengthening and Diversifying Revenue Streams. In 2019, these were refined as The Gallaudet Promise, which was promulgated as the University's North Star for the next decade. Progress is monitored by the Office of Planning, a unit of the President's Office, and their updates and reports serve as a diagnostic tool for University leadership, helping divisions to ensure its outcomes are aligned with Gallaudet's mission and goals.

The Office of IR&E conducts a year-round program assessment process that advances evidence-based decisions about teaching, learning, bilingualism, diversity, campus life, academic support, and student development. For transparency, the data collected, along with those from the KPIs, GPRA measures, and other sources are reported in the ARA to the USDE. These data drive decision-making to continuously increase student achievement and institutional effectiveness while ensuring alignment with accreditation standards.

In 2020, with the Black Lives Matter movement taking on national prominence and intensified racial reckoning at higher education institutions across the country, internal and external constituencies called on Gallaudet to respond. DEDI, which works collaboratively to provide a safe and welcoming environment for all community members, was restructured into a consultancy and released a comprehensive anti-racism plan and five-year equity and belonging Strategic Plan. These plans add significant breadth and depth to the Belonging and Equity imperative in The Gallaudet Promise.

Analysis and Recommendations

Strengths:
- The Gallaudet Promise includes benchmarks, and key performance indicators to assess the effectiveness of our programs.
- At least 70% of the Phase I plan is completed or well underway, with one year remaining for implementation.
- The Gallaudet Promise is well integrated throughout the University, including the Executive Team's prioritization and planning.

Challenges:
- The Board of Trustees recognizes that the Gallaudet Mission Statement must be updated to include the full scope of leadership for birth through life-long learning. The goal is to complete it as we enter Phase II of the Strategic Plan.
- Assuring that our commitment to social and restorative justice translates to equitable impact measured by broadening and increasing engagement including in decision-making input.

Recommendation:
- Given that the mission and vision statements were approved in 2007 and 2009, respectively – and much has changed since then – a full review will happen during the Phase Two Strategic Plan which begins October 2023.

Standard II
Ethics and Integrity

Standard II: Ethics and Integrity

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

Overview

Gallaudet University values the principles of ethics and integrity as being central to the mission, core values, and campus culture. As stated in the Introduction of the Gallaudet University Code of Conduct, "The University values integrity, honesty and fairness and strives to integrate these ethical values into its teaching, research, and business practices." These values are codified through institutional policies, procedures, and practices that preserve the public trust and uphold ethical standards in teaching, research, assessment, and reporting.

Evidence

Criterion 1: A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

Gallaudet University is committed to academic, intellectual, and creative freedoms, freedom of expression, and respect for intellectual property rights. The institution acknowledges the centrality of this commitment to academic excellence, student success, and the long-term viability of the University. The Board of Trustees, faculty, administrators, staff, and students affirm Gallaudet's commitment to these freedoms through its policies and practices.

The *University Faculty Handbook* , is the primary document governing faculty appointments, expectations, rights and responsibilities, fair employment practices, scholarship, creative activity, and research. The section titled "Academic Freedom" is based on the American Association of University Professors' (AAUP) Statement of Principles on Academic Freedom and Tenure. This includes specific mention of freedom of research and publication, freedom of teaching, and freedom of participation in public debates.

Academic integrity roles and responsibilities are listed in the *Faculty Handbook's* "Professional Integrity" section [p. 26]. Among other topics, this section covers intellectual honesty in the pursuit of knowledge, mutually respectful student-faculty interaction and faculty-faculty collegiality, honesty in academic evaluation and conduct, and the measurement of one's rights and responsibilities as a faculty member against one's rights as a citizen. Teaching roles and responsibilities are also clarified in the *Handbook's* section "Faculty Responsibilities and Expectations," which includes transparency in course expectations, requirements, and evaluations and commitment to academic rigor befitting the Bilingual Mission and student diversity [p. 23]. Professional development for faculty and Academic Affairs staff has included presentations by experts in ethics and related topics, including recent speakers Mpho Tutu on forgiveness, Professor Christopher LeBron on race, and Professor Vardit Ravitsky on pandemic rights and responsibilities.

Gallaudet's *Administration and Operations (A&O) Manual* addresses intellectual property rights in the "Intellectual Property" section. This section contains the terms and conditions of such rights for all faculty, staff, and students, establishing their interests in intellectual property created by or used at Gallaudet University. The Office of Research manages intellectual property rights that address additional publication rights and restrictions, including grant-sponsored copyrightable materials and patentable items.

Ethics and integrity include a responsibility to inclusion. Gallaudet's commitment to intellectual and creative freedom is often manifested in work that supports deaf and hard of hearing inclusion. Some notable intellectual projects developed at Gallaudet during the past 10 years include:

1. GoVoBo, a user-centric live captioning and translation application developed by Gallaudet's TAP in conjunction with AppTek. It is designed to provide members of the deaf and hard of hearing community with a more accessible and engaging video conferencing experience.
2. The Motion Light Lab's animated television series "Here Comes Mavo!" which has a deaf protagonist, uses research on sign language to develop tangible products for deaf education. Representation sends a message to deaf children that they belong.
3. COVID-19 technology resources from the Deaf/Hard of Hearing Technology Rehabilitation Engineering Resource Center, includes ASL-English bilingual guidance for access to healthcare for providers and consumers, telehealth, and telework accessibility.

Gallaudet's Institutional Review Board (IRB) is responsible for reviewing, approving, and conducting periodic reviews of research involving human subjects. The primary purpose of an IRB review is to assure the protection of the rights and welfare of human subjects via "compliance with University guidelines and Federal regulations regarding the protection of human subjects." (Title 45 Code of Federal Regulations, Part 46, aka "The Common Rule.") The IRB website includes a section with COVID-19 FAQs for researchers.

The Gallaudet's academic catalogs defines for undergraduate and graduate students outline behavior expectations in the "Behavior Code".

The "Expressive Activities" policy in the *A&O Manual* [1.25] outlines expectations of all faculty, teachers, staff, students, visitors, offices, and divisions at Gallaudet when engaging in personal political or expressive activities, or assembly. The policy includes physical locations on campus where such activities can take place and prohibited activities that could potentially cause harm to oneself or others, or disrupt teaching, research, or other University operations.

Criterion 2: A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

Gallaudet's mission, credo, and previous strategic plans have been the impetus for a renewed commitment to fostering a respectful and inclusive campus. The current Strategic Plan, The Gallaudet Promise (2020-2030), continues to advance the goal of creating a vibrant, inclusive, and respectful campus community, especially through the imperatives of the Bilingual Mission and Belonging and Equity.

University policies on nondiscrimination include the Standards of Conduct and Equal Employment Opportunity Policy.

Since 2017, Gallaudet has had an administrative position: Vice President for Equity, Diversity, and Inclusion. Currently, an Interim CDO heads the DEDI, whose mission is to work collaboratively "to provide a safe and welcoming bilingual learning environment where all community members, across the spectrum of identities, accept, appreciate, and affirm the unique experiences, perspectives, and talents of those with whom we share our campus and the world." As discussed in Standard 1: Mission and Goals, the DEDI follows an Equity and Belonging Strategic Plan emphasizing, among other things, equity of access and outcomes and intercultural competency.

Some programs were housed under DEDI until the summer of 2021, when DEDI shifted towards an internal consulting practice providing strategic systems-level consulting, training, and education. The programs previously provided through DEDI are Multicultural Student Development and Mentoring, Keeping the Promise, and the LBGTQA Resource Center. These programs were moved to the Division of Student Affairs to further the student experience. The goals of this shift are to ensure the implementation of a sustainable, high-impact diversity and inclusion practice, and to build and embed institutional systems and programming to provide an equitable campus for all. DEDI has developed, and is implementing, an Anti-Racism Plan, which includes components such as forming a Racial and Social Justice Committee, providing anti-bias training, and increasing the numbers of BIPOC faculty. These activities are documented in their spring 2021 progress report.

Other programs that address diverse backgrounds include JumpStart (JS) ASL and ASL Immersion programs for new signers, the Office for Students with Disabilities (OSWD), ELI, and the Office of Campus Ministries. In 2016, Gallaudet faculty of color organized the FOCC, and in 2020, Gallaudet staff established the Organization for Equity of Staff of Color (OESOC).

Gallaudet's Office of Ombuds provides support at the organizational level for conflict resolution. The office added two positions in 2021: Associate Ombuds (focusing on supporting students) and Ombuds Facilitator.

Criterion 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.
The University complies with all complaints and grievances according to federal regulations. For example, Gallaudet complies with Title IX of the Educational Amendments Act of 1972, and our Title IX compliance officer is responsible for monitoring compliance with the regulations of this law. Title IX covers gender discrimination throughout the University, including athletics, as well as "recruitment, admissions, financial aid, and scholarships; course offerings and access; hiring and retention; and benefits and leave." Regarding athletics, Gallaudet has eight teams each for men and women.

In 2022, the Athletics program celebrated the 50th anniversary of Title IX with programming highlighting the success of women Bison athletes and coaches.

Gallaudet is required to provide annual training in Title IX regulations for all faculty and staff. To date, over 90% of employees complete this training each year. Students are also required to complete Title IX training when they enter the University. The Division of Student Affairs is responsible for updating and disseminating the *Student Handbook*, which includes a section in the Student Code of Conduct, "Sexual Misconduct and/or Sexual Harassment," that links to our Title IX Sexual Harassment Policy and Procedures and Title IX Sexual Misconduct Policy and Procedures.

The Office of Equal Opportunity Programs (EOP) investigates all complaints of discrimination, sexual harassment, and retaliation. All information, including grievance procedures, as well as Title IX policies and procedures, can be found in the *A&O Manual* Further, the University whistleblower policy, as written in the *Manual*, encourages and enables good-faith reports by University employees and others of observed or suspected misconduct or noncompliance with law or with University policies and procedures. A website and hotline are overseen by the University's Office of Risk Management and Insurance through EthicsPoint and several anonymous community partners.

Staff Grievance Process
The intent of Gallaudet's grievance policy, as stated in the *A&O Manual* [4.41], Gallaudet Employees Dispute Resolution Procedures and Collective Bargaining Agreement Article 6 for unionized staff is to provide an effective method for staff to bring problems and complaints concerning work to the attention of the administration without fear of retribution or prejudice. Staff are encouraged to use formal procedures when they believe a decision or action (including termination) is inappropriate, unfair, or in violation of the institution's policies or procedures.

Faculty Grievance Process

The *University Faculty Handbook* includes formal grievance procedures, such as when discipline or Title IX violation allegations are involved, as seen in its severe sanctions procedures (beginning on page 51), or when the grievance deals with tenure, reappointment, or promotion (page 57), with specific procedures for when academic freedom or discrimination is implied.

In addition, grievance policies and procedures in the *Faculty Handbook* provide faculty a pathway to bring allegations and evidence of cause for grievance in any matter not covered by specific procedures identified elsewhere in the *Handbook*. However, faculty members are expected to resolve matters informally with the involved party or parties and, where appropriate, with the ombudsperson's help (page 56). If informal attempts to resolve a grievance are not successful, faculty members may initiate formal procedures by petitioning the Grievance Committee for redress.

The Student Grievance Process[76]
The University Student Grievance Procedures address grievances that:

"… may arise from any official faculty or staff action or decision deemed to be unjust or discriminatory by the student and is based upon a violation of an institutional policy or written standard that protects every student. The goal of this process is to ensure fair and equitable treatment of all students, to hold administrators, faculty, and staff accountable for compliance with institutional policies and procedures."

The Gallaudet Section 504/ADA Student Grievance Procedures may be initiated by any student who believes they have been discriminated against in violation of the Acts. The grievance procedures are outlined in 2.12 504/ADA Student Grievance Procedure found on the OSWD website.

Criterion 4: The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.
Gallaudet University follows applicable laws and policies for general conflict of interest and, specifically, finance and research-related conflicts of interest. Gallaudet has an explicit conflict of interest policy, which is binding for all constituents and stakeholders. It can be found in the *A&O Manual* and on the University website in Operations Administration and Finance
A general conflict of interest policy statement is followed by more detailed policies addressing specific University constituents, trustees, administrators, faculty, teachers, and staff. The Board of Trustees Bylaws Article VII [Section 8.2] Conflict of Interest also addresses this. Faculty and staff are required to sign a Conflict of Interest Policy Compliance Statement annually.

Research Ethics
Financial Conflict of Interest (FCOI) is also explicitly covered in the *A&O Manual* (2.10). This policy is binding to anyone doing research at Gallaudet University or applying for any kind of funding. With this policy, Gallaudet shows compliance with the research conflict of interest policies of federal funding agencies such as the National Institutes of Health and the National Science Foundation. Researchers must complete the Collaborative Institutional Training Initiative training for FCOI. The Office of Sponsored Projects and Research Compliance (OSPRS) implements this policy. In addition to FCOI, the OSPRS website includes information about the risks of non-FCOI to research integrity in the "Fraud, Waste & Abuse, Conflict of Interest" section.

Conflict of Interest for Student Grievance Board
Conflict of interest guidelines for members of the Student Grievance Board are given in the Student Grievance Guidelines, Section X subsection f "Conflict of Interest".

[The Gallaudet University Alumni Association does not have a conflict of interest provision in its Bylaws (Approved August 20, 2020).]

Criterion 5: Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

Gallaudet University is committed to providing an educational and working environment that provides equal opportunity to all members of the University community. The EOP's website includes Gallaudet's nondiscrimination policy. The policy provides a safe environment free of various forms of discrimination, including sexual misconduct, bullying, harassment, retaliation, and other violations of University policies. Gallaudet prohibits discrimination or harassment based on race, color, sex (including sexual harassment), pregnancy, childbirth, breastfeeding and related medical conditions, religion, national origin, sexual orientation, gender identity, and/or gender expression, age, disability, veteran status, or any other category protected under federal law, the D.C. Human Rights Act, or any other applicable law. The director of EOP has the authority to investigate and disapprove a selection decision if any evidence of discrimination or procedural violation exists.

The University's A&O policy identifies Gallaudet's HR as the authoritative source for all matters related to staff employment, including, but not limited to, recruitment/selection procedures, new employee orientation, promotions, reclassifications, transfers, salary administration, demotions, layoffs, and terminations. All selection decisions must be approved by the unit administrator, senior administrator, executive director, HR, and the director of EOP. The EOP website outlines discriminatory practices and includes links to University nondiscrimination policies and external filing agencies.

The *University Faculty Handbook* covers issues related to hiring, evaluation, promotion, discipline, and separation of faculty. Faculty personnel policies can be found under "Faculty Recruitment and Hiring Procedures," which includes the University's EEO statement, in addition to recruitment, screening, and interviewing practices. Gallaudet is committed to recruiting "applicants in a manner that will promote a qualified and diverse workforce. This credo for hiring a "qualified and diverse workforce" has created an environment where faculty leadership and the administration have been able to recruit and hire diverse faculty cohorts. The University has also seen consistent gains in hiring a diverse general workforce over the past several hiring cycles. Since 2019, the total percentage of people of color, also known as traditionally underrepresented groups, has steadily increased -- from 41% in 2019 to 42% in 2020, and 45% in 2021. Likewise, the total percentage of faculty of color increased from 29% in 2019 to 38% in 2021.

Criterion 6: Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

To ensure continuing good relations with the community, both internally and externally, and to promote a positive image of the University among the communities served, the University must ensure that messages in any form are delivered appropriately. In that respect, members of Gallaudet's University Communications and its leadership team adhere to the Code of Ethics of the Public Relations Society of America.

University Communications created the *Brand Book*, highlighting the essence of inclusion while advocating for and demonstrating access. The *Brand Book* covers developing and maintaining consistent branding, including approved messaging and visual communication. Each stakeholder, including offices, programs, campus services, labs, and institutions must adhere to the requirements and protocols, both in print and online.

To increase transparency in internal communications, University Communications adopted MyGU for students, faculty, and staff. Through MyGU and email, University Communications and leadership keep the community informed on internal events or changes (e.g., COVID-19, HR Career Framework, Operational Transformation, General Pay Increase, and the leadership hiring process, including advertisement, interview committees, presentations, and appointments).

Since the start of the pandemic, the University has maintained a *COVID-19 Return to Campus Website and Dashboard to facilitate the flow of communication to the campus community. The Dashboard is used for various purposes, including tracking the positivity rate of COVID-19 cases on campus, the University's mask policy, and safety protocol and procedures. An email address was established to receive questions and concerns (coronavirus@gallaudet.edu). The website is monitored 24/7 and tracked to determine if interventions or changes are necessary.

*Note: *The COVID Response Report chapter will discuss the impact of the pandemic and Gallaudet's response in greater detail.*

Criterion 7: As appropriate to mission, services or programs in place:
(a) To promote affordability and accessibility;

Gallaudet University strives to make college affordable for all students and families. Students can graduate from Gallaudet with less debt than the national average.

Gallaudet is a federally charged, private, non-profit educational institution in which all programs and services are specifically designed to accommodate deaf and hard of hearing students. More than 90% of our students receive financial aid, and tuition and fees are 38% lower than the U.S. national average. *U.S. News & World Report* marked Gallaudet as the Number 12 Best Value School based on the net cost of attendance for out of state students who received the average level of need-based financial aid.

Gallaudet and Apple partnered in a multifaceted collaboration to make learning more accessible and expand academic and career opportunities for Gallaudet students. Beginning in the fall of 2020, Gallaudet supplied all students, staff, and faculty with an iPad Pro, Apple Pencil, and SmartFolio, and later an option to choose an iPad or laptop. A low $200 technology fee is applied to all full-time students to support the provisioning of technology devices, among other services. Students have the option to purchase their device at a prorated fee when they graduate.

Gallaudet's Student Financial Services recently partnered with a third party, Nelnet, to offer formalized payment plans where students and their families can pay towards their outstanding balance in installments with no charge aside from an initial deposit. Tuition has been kept flat for the past three academic years, and the good-standing threshold has increased from $1,000 to $3,000. This allows students and their families time to sort out financial options so that students can continue to further their education.

(b) To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
To further support The Gallaudet Promise regarding bilingualism, Gallaudet University, in a partnership between the FAO and the Admissions Office, created a bilingual financial aid award letter that uses both ASL and English. This award letter, which was instituted in AY 2022-2023, allows students and their families to be well informed of their financial aid package.
The letter is written in a simplified and straightforward way, removing the complexities of the English language.

The FAO hosts open houses for prospective students and webinars/information sessions for admitted/current students throughout the year using a trilingual approach: ASL and spoken English and Spanish. Communication access real-time translation and real-time captioning for deaf and hard of hearing people who are not familiar with ASL are always provided as options. The FAO offers one-on-one sessions with students, both in person and virtually, to assist with navigating all things related to financial aid. Students and their families are encouraged to access the online net price calculator or National Center for Education Statistics (NCES) College Navigator to help them estimate the financial aid available and costs to attend Gallaudet, which can be found on the University's Consumer Information page.

Criterion 8: Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

(a) The full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates;
Gallaudet's IR&E page includes retention, graduation, alumni outcomes, and costs per graduate. The National Survey of Student Engagement (NSSE), which can also be found on this page under Reports and Surveys, includes the Student Engagement indicators.

In addition, IR&E publishes semester snapshots of enrollment, *ARA*, the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report, and the GPRA report. It also publishes a common data set, including general information regarding enrollment, graduation rates, and retention and graduation by cohort, which specifically examines undergraduate first-time freshmen student retention and graduation rates.

(b) The institution's compliance with the requirements of affiliation;
The submission of the MSCHE Self-Study Report is evidence of compliance.

(c) Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
One substantive change was submitted to the MSCHE for review and approval, the Doctor of Psychology (Psy.D) program in School Psychology. The Commission approved the program in the spring of 2022 and the program admitted students in the fall of 2022. The Psy.D program is conditionally accredited by the National Association of School Psychologists (NASP) and has applied for Accreditation on Contingency from the American Psychological Association (APA).

The Department of Public Safety (DPS), in accordance with the Crime Awareness and Campus Security Act of 1990, also known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, publishes *The Clery Annual Safety Report and Fire Safety Report for Students Living on Campus*. The *Annual Security and Fire Safety Report* is available as a hard copy at DPS.

In addition, any crime that has occurred on campus or public property immediately adjacent to and accessible from campus is communicated through email to the campus community as soon as it happens. The Gallaudet University Consumer Information website lists and maintains the following safety information: campus security report, annual crime and fire safety reports, emergency preparedness guide, victim's assistance about disciplinary hearings, missing student information, and whistleblower protection.

(d) The institution's compliance with the Commission's policies;
Gallaudet University maintains full consumer information and disclosure of information about institution-wide assessments, graduation, retention, certification, and licensure board pass rates on the University website.

Financial Reporting on Sponsored Projects
With respect to financial reporting on sponsored projects, the University follows (as implemented by OSPRS) the requirements of the Office of Management and Budget, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, known as the Uniform Guidance or 2 CFR 200 and other applicable federal regulations. Procedures, monitoring, and reporting that are set forth in the Uniform Guidance Subpart D §200.327-.329 are as follows:

Achievement Reporting
As mentioned in item (b) of this criterion, Gallaudet University publishes the *ARA* on its website. The report includes information about the Gallaudet community's achievements towards its 10-year vision, research and scholarly achievement, and benchmarks needed to measure institutional efficiency

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

Gallaudet University has two mechanisms that lay out ethical expectations and procedures to remedy violations of these expectations, the Institutional Integrity Policy states that, "Research misconduct includes-without limitation-fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results. All employees or individuals associated with Gallaudet should report observed, suspected, or apparent misconduct in research to the provost." The provost serves as a Research Integrity Officer and is responsible for establishing inquiry committees to investigate allegations and recommend further actions. Second, the University has parallel Academic Integrity Policies at the graduate and undergraduate levels, specifying potential violations, procedures, and consequences. The Academic Integrity Committee handles appeals; students may petition the committee to remove XF grades (indicating academic integrity violations) from their transcripts— typically after a year of good behavior and evidence of improved understanding.

In the past few years, there has been a nationwide shift among some colleges and universities from retributive, punishment-based practices in student conduct to more restorative practices using a social justice lens in addressing student violations of the Student Code of Conduct.[109] In 2020, the Office of Student Conduct was reorganized into SARP. The name change indicates the commitment to restorative principles and creates opportunities for students to navigate conflict in a peaceful, socially just, and self-reflective manner. SARP addresses student conduct violations and student Title IX cases through a fair process. Standard V, Criteria 4 will discuss SARP in greater detail.

Practices are also in place to promote awareness of ethics and stress its value. Faculty and staff regularly complete online training in subjects such as combating sexual harassment, identifying bias, promoting inclusion, and protecting confidentiality. The Gallaudet Promise elucidates our shared community values, including trust and respect: "Act with personal and professional integrity to create a culture that reflects respect for ourselves, our campus, our community, and our planet." Finally, ethics has held a prominent place in the curriculum since 2007. Under the General Studies Requirement (GSR), Ethics and Social Responsibility was one of five ISLOs infused throughout the curriculum; students completed a 200-level course targeting this ISLO. The year 2021 marked the transition between GSR and our new General Education Bison Core Curriculum. Ethics is one of eight core ISLOs, and students take two courses that emphasize ethics and civics. In both general education systems, faculty from any discipline can propose courses to satisfy the targeted ISLOs; hence, faculty across the University practice ethical reasoning with their students.

One factor unique to Gallaudet is that the relatively small size of the deaf community can result in multiple roles and relationships that intersect on and off campus (e.g., a person might simultaneously hold multiple roles in the community. For example, they could be a Gallaudet employee, parent of a Gallaudet student, spouse of a teacher at the Clerc Center, alum, board member of an external deaf advocacy organization, and member of a deaf fraternity. This can lead to misperceptions about fairness, impartiality, and conflicts of interest, even when policies are being followed to the letter.

Analysis and Recommendations

Strengths:
- Gallaudet University provides one-of-a-kind ethical programming that supports a climate of respect, inclusive excellence, and open-mindedness on campus. Gallaudet's uniqueness as an educational institution, coupled with the rich diversity of its students, faculty, and staff and its location in the nation's capital contributes to the *sui generis* nature of its ethical programming.
- Gallaudet created the OGC to support management of whistle-blower complaints, conflict of interest management, risk management, and compliance oversight and design.
- Due to the close scrutiny by the deaf community, as well as continuing federal oversight by the U.S. Department of Education and Congress, Gallaudet continually must demonstrate commitment to core values of integrity, honesty, fairness, and transparency in advancing our mission and its impact on student success.

Challenges:
- The relatively small size of the deaf community can result in multiple roles and relationships that intersect on and off campus. This can lead to misperceptions about fairness, impartiality, and conflicts of interest, even when policies are being followed to the letter.
- The numerous ethical systems in place at Gallaudet are decentralized. The process of making these documents, policies, procedures, and practices readily available bilingually and transparent to campus constituencies could be improved.

Recommendations:
- Expand training on fairness, impartiality, and conflicts of interest to directly address and discuss the unique nature of the Gallaudet community.
- Identify and implement effective strategies for bilingual communication of ethical policies, protocols, and procedures in user-friendly formats. Consider whether centralizing the ethical systems in a communication tool (e.g., clearinghouse structure, dashboard) would be helpful.
- Assessment of the ethics system at Gallaudet should occur regularly. This information should be provided in a bilingual, transparent, and user-friendly arrangement.

Standard III

Design and Delivery of the Student Learning Experience

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences 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.

Requirements of Affiliation:

- **Requirement 8:** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- **Requirement 9:** The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
- **Requirement 10:** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
- **Requirement 15:** The institution has a core of faculty (full time 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.

Overview

Gallaudet University is notable as the world's only university providing bilingual liberal education and career development opportunities to deaf and hard of hearing students. Gallaudet provides opportunities at the bachelor's, master's, and doctoral levels. The University unique educational niche is delivering bilingual opportunities for engagement in curricular and co-curricular student experiences. Gallaudet's academic programming provides extraordinary learning opportunities through interactive and engaging approaches in person and digitally. The breadth of degree programs, all offered with a commitment to fostering equity and belonging, prepare students to flourish as leaders, innovators, and change-makers in a diverse global society. With a commitment to continuous innovation for both instruction and pedagogy, we are steadily expanding Gallaudet's academic and co-curricular offerings that reflect The Gallaudet Promise. We are preparing students for careers in a global world that predominantly operates with spoken language (in the U.S., English) and for a growing sign language economy with jobs and careers that require or benefit from the use of sign language.

Deaf and hard of hearing undergraduate students and hearing students seeking to engage with deaf communities can choose from 31 majors leading to a Bachelor of Arts or Bachelor of Science degree. Graduate programs, open to deaf, hard of hearing, and hearing students, include Master of Arts, Master of Science, Master of Social Work, and Master of Public Administration degrees, specialist degrees in education and psychology, certificates,

Doctor of Philosophy (Ph.D.) degrees in a variety of fields involving professional service provision to deaf and hard of hearing people, the Doctorate in Psychology (Psy.D.) degree in school psychology, and the Doctor of Audiology (Au.D) degree, a clinical doctorate.

During the past decade, based on data from the RNL SSI, the NSSE, and the RNL College Student Inventory, Gallaudet recognized that focusing on students' sense of belonging would potentially enhance their college experience and better them for academic and career success. With this understanding and considering our mission to serve primarily deaf and hard of hearing students, many of whose life experiences are shaped by isolation and barriers to inclusion, significant changes were made to the academic infrastructure and programs designed to support students' success. In recent years, Gallaudet has:

- Restructured academic programs into a new five-school model with the goal of creating stronger connection to faculty and building a community.
- Revised its general education curriculum to encourage engagement in the classroom learning, with co-curricular, outside the classroom, experiential learning opportunities.
- Prioritized and revitalized support programs to focus on student success and career readiness.
- Demonstrated a reliance on assessment in making data-supported decisions that support and improve programs and students' academic and career success.

EVIDENCE

Criterion 1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

Gallaudet University offers bachelor's, master's, and doctoral degree programs. Undergraduate students can choose from 31 majors (*ARA*, 2021, p. 24). Bachelor's degree programs require a minimum of 120 credits. For each undergraduate major, students are expected to complete pre-major course requirements, major course requirements, and free electives in addition to the general education requirements. Graduate offerings include certificate programs, Master of Arts, Master of Science, and Master of Public Administration degrees, as well as research and clinical doctoral degrees and specialist degrees in various fields (*ARA*, 2021, p. 24). Information about the length, objectives, and student experience for each program of study is available to students, faculty, and staff in the graduate and undergraduate academic catalogs, as shown in our *University Catalog*, published prior to the start of every academic semester.

Establishment of New Programs of Study

Gallaudet has several mechanisms in place to foster coherent learning experiences. One process is the New Program Review (NPR) process.

All new academic programs of study or major revisions to an existing program are reviewed and approved by the NPR Committee. Programs are reviewed based on their potential to contribute to the University's mission and The Gallaudet Promise. The NPR process provides opportunities to offer programs in emerging fields of study that prepare students for competitive career opportunities and a chance to develop innovative and cutting-edge knowledge and skills. Through the information provided in the NPR process, the NPR committee assesses the benefits and costs to the University of a proposed program. If a new program appears likely to be innovative and makes a strong contribution to cutting-edge student learning and development, the NPR will recommend that it proceed through review and approval by the normal University governance processes. The NPR process is an intensive three-stage review in which program leaders assess a proposed academic program for its potential contributions to the University's mission, Strategic Plan, and overall academic programs.

Program Review

External Accreditation
External Accreditation is another mechanism for ensuring coherent learning experiences. Several of the University's programs are accredited independently by professional accrediting bodies and undergo periodic evaluation for re-accreditation. See Appendix B for a full listing of these accrediting bodies.

Programs that prepare graduates to be licensed professionals in schools are approved by the District of Columbia State Education Agency. These same programs are part of Gallaudet's Professional Education Unit, accredited by the Council for the Accreditation of Educator Preparation (CAEP).

In addition, many programs are reviewed and recognized by the following specialized professional associations (SPAs) as part of CAEP's accreditation process: Association for Childhood Education International, Council for Exceptional Children, National Association for the Education of Young Children, National Association of School Psychologists (NASP), National Council for Social Studies, National Council of Teachers of English, National Council of Teachers of Mathematics, and National Science Teachers Association.

Non-Accredited Programs
Academic programs that do not have an external accrediting body must undergo an Academic Program Review (APR) every eight years (following the MSCHE accreditation cycle), with the expectation of at least one review by the time the University is preparing for its reaffirmation of accreditation. The template, as set forth by the Council on Undergraduate Education (CUE) and the Council on Graduate Education (CGE), outlines the basic expectations of the report as written by the academic program. The Office of the Dean of the Faculty works closely with each program in the determination of external reviewers, site visits, and other logistics with support from IR&E.

Professional Studies

Gallaudet University's Center for Continuing and Online Education (CCOE) has evolved into two separate units: Center for Continuing Education and Office for Distance Education. Dr. Raylene Paludneviciene is the current Director for Distance Education, and we are currently seeking a hire for the Director of CCE. CCE offers various courses for professional and personal development. These courses may be offered on campus, online, or a combination of the two (hybrid), and at sites across the United States. These courses demonstrate the University's commitment to learning across the lifespan and provide the convenience and flexibility of learning anytime and anywhere. These courses, offered in a bilingual learning environment, allow individuals from a wide variety of backgrounds to remain current and competitive in their career and professional development. Professional studies courses are established in one of two ways: a review process in which three subject matter experts review a course proposal, or they are cross listed with an existing undergraduate or graduate course that has already undergone review by CUE or CGE.

The Office of Distance Education is responsible for the development and support of the Online Degree Completion Program (ODCP) providing resources for online teaching and learning to the faculty and teaching staff.

Coherent Student Learning Experiences

In addition to the NPR process, external accreditation processes, and program review processes, another mechanism for ensuring a coherent learning experience is the University syllabus policy. Coherent learning experiences are achieved through adherence to a university-wide syllabus policy, which is reviewed by both CUE and CGE and approved by the Faculty Senate. This syllabus policy is a way that Gallaudet maintains rigor, coherence, and consistency, and ensures that courses reflect academic excellence and provide extraordinary learning experiences across the curricula. The Gallaudet University Syllabus checklist, also overseen by CGE, CUE, and the Faculty Senate, was developed to support the University syllabus policy as well as provide guidance to all faculty on the required syllabus elements for all courses offered by Gallaudet. It is through this policy and syllabus checklist that ISLOs should be embedded within the course, and they are expected to align with the program and University student learning outcomes. This promotes a coherent learning experience. Every semester, IR&E collects the course syllabi and saves them within a dedicated repository. Historically, this repository has been saved on the University's learning management system, Blackboard. During the 2021-2022 academic year, the Syllabus Management module in the Curriculum Strategy platform is currently being implemented to improve the procedure for collecting syllabi. This platform has fields that faculty use to enter required information about the courses. CUE made an informational ASL video for faculty members about how this platform works as part of Gallaudet's Bilingual Mission. The workflow is determined in collaboration with the faculty and IR&E, which also supports maintaining the course catalog with the Registrar on this same platform.

Another aspect of the coherent learning experience is that every program develops its own learning outcomes. These are displayed on each office/program webpage and in the *Academic Catalog*. As part of the syllabus, faculty align learning outcomes for the course with those of the office/program. These outcomes are expected to align with the ISLOs for undergraduate programs and the Bilingual Mission for graduate programs, which is one of the eight ISLOs for graduate programs. This process is overseen by Gallaudet's Senior Assessment Analyst from IR&E.

At Gallaudet, degrees are designed to foster a coherent student learning experience. Per the syllabi policy, each course must have at least three course learning outcomes. In addition, each course and program outcome must align with at least one of the eight ISLOs. Curriculum mapping is a collaborative effort between program assessment coordinators and IR&E. This ensures that students have learning opportunities in all eight ISLOs for undergraduate programs. Th alignment is overseen by individual programs, CGE, and CUE. Program-level SLOs are listed on each program's website and in the *Academic Catalog*, which can be found on the graduate and undergraduate degree program pages.

Beyond individual courses aligning with program and University goals, several programs foster a synthesis of learning through supervision of student thesis projects, portfolios, and capstone projects. Some programs offer senior seminars and pro-seminars to provide students with professionalization and exposure to the norms of the field beyond the classroom. In some programs, exams outside the classroom, such as qualifying exams and comprehensive exams, also assess students' ability to synthesize information across courses. These exams are moderated by faculty in the relevant discipline.

In programs with additional external accreditation, such as Social Work, programs also align course offerings and milestones with that accreditation body's requirements. This type of alignment is conducted at the program level. In many programs, internship requirements provide students with opportunities to apply what they have learned in the courses in a workplace setting.

Criterion 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:
Gallaudet University recognizes the importance of adopting an assessment process that advances evidence-based decisions about teaching, learning, bilingualism, equity, diversity and belonging, campus life, academic support, and student development. This process employs data-driven decision-making to continuously increase student learning and achievement and institutional effectiveness.

Academic programs determine their program-specific learning objectives, including how to measure those learning objectives and demonstrate students' progress. Then, at the end of the semester, the program collects the data and reports the findings to determine the areas of strengths and challenges to create an action plan for the following year.

Assessment activities are primarily focused on academic programs, but non-academic programs are also assessed. Each academic program is asked to manage the mapping of program activities to program-level SLOs. It is noted, however, that assessment has traditionally focused on the academic classroom and program learning expectations, and more support, resources, and oversight are needed to ensure assessment of learning and quality of services are held to the standards of the profession.

(b) Qualified for the positions they hold and the work they do;
Samples for non-tenure track, pre-tenure track, and tenure track positions are available. At the time of hire or when applying for promotion, all faculty must possess the minimum requirements for the rank they're applying for. Some academic programs have concurrent requirements that must also be met. Initially, all non-tenured faculty are annually evaluated on teaching and service, scholarship, creative activity, and research (SCAR). After the fourth year, the evaluation period for non-tenured faculty increases to every two years, then every four years, and finally every eight years, based on length of service. Tenured faculty may opt out of annual evaluations but must be evaluated at least once every three years. The *Faculty Handbook* provides information on faculty responsibilities:
- Teaching: Teaching competence includes expertise in the discipline and the ability to clearly communicate knowledge from it. Effective communication in teaching is separate from and in addition to competency in ASL and Classroom Discourse.
- SCAR: All faculty must be professionally active in a specific academic discipline or allied fields.
- Service: All faculty must actively participate in at least one academic or professional service activity for the University.

The *Faculty Handbook* contains more information on faculty qualifications and requirements: (pages 23-25)

(c) Sufficient in number;
Gallaudet University employed 179 full-time faculty members serving 1,719 students for the fall 2021 semester, Gallaudet generally has a high percentage of full-time faculty, given the University's strong commitment to teaching and learning. Additionally, the overall class size in fall 2021 was, on average, 10 students in an undergraduate course and six students in a graduate course, and intentionally supports the unique learning needs and learning space of deaf and hard of hearing bilingual learners. The University employed 94 faculty with tenure, 59 tenure track, 20 non-tenure track, and six pre-tenure track.

The demographic breakdown for faculty was 49% deaf/hard of hearing and 51% hearing. Faculty of Color comprised 38% of the faculty, and women made up 59%. Almost 84% of the faculty held a terminal degree (e.g., Ph.D., Psy.D., or MFA). Each faculty member's credentials, including their rank, are listed in the undergraduate and graduate academic catalogs.

Select programs offered by Gallaudet have met the standards and requirements of programmatic accrediting organizations. The University's teacher preparation programs are recognized by the CAEP, which reviews the educator preparation programs as a unit; this includes the Department of Education Teacher Preparation programs, as well as School Psychology, School Social Work, and School Counseling programs, which also prepare educators and/or school personnel. The University refers to these entities collectively as the Professional Education Programs. Specialized professional associations (SPAs) also review programs against their established programmatic standards. SPA reviews are included in the National Council for the Accreditation of Teachers review process.

(d) Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

Gallaudet University, through the Provost's Office, is committed to providing a robust faculty development program that inspires, informs, and equips faculty to maximize teaching and learning inside and outside of the classroom. The beginning of fall and spring semesters are preceded by a one-week faculty development program, which kicks off with nationally renowned educators, scholars, researchers, and leaders who present on topics that support a chosen theme. The rest of the week is devoted to workshops and training opportunities in pedagogy, academic support training (Learning Management System [LMS], technology, assessment, etc.), and program-level meetings.

New Faculty Orientation (NFO) is a week-long onboarding process where new faculty are oriented to the various resources at Gallaudet, ranging from email account setup and access to technology in the classroom to best practices in bilingual assessment. NFO usually takes place one week before Professional Development Week. New faculty also participate in a faculty mentorship program. In this program, new faculty meet twice a month with the Faculty Development chair for a deeper dive into the University's mission, strategic priorities, bilingual pedagogy, technology, and surviving the first year. New faculty are also expected to begin developing fluency in ASL and are provided opportunities to take ASL classes and participate in structured immersive ASL learning communities. New in summer 2022 was a three-week ASL immersion program to new faculty who have not yet acquired proficient ASL skills.

Each faculty member is encouraged to take various professional development courses focusing on different fields. Upon completion of each workshop, the faculty member earns credit(s), as mentioned in the program-level guideline/handbook. Interfolio includes a file where each faculty member provides documentation of attendance and completion of various training courses that fall into teaching, scholarly, and service categories.

Additional Faculty Development Opportunities for Remote Teaching

Gallaudet University supports remote education with training opportunities and technology. Faculty who teach hybrid, online-synchronous, or online-asynchronous courses must complete the Online Teaching Certificate (OTC), administered by the University's CCOE. The OTC includes training in Blackboard Ultra (the University's Learning Management System), completion of an Online Consortium of Independent Colleges and Universities (OCICU) program, and completion of several programs within the Quality Matters (QM) portfolio: Applying the QM Rubric (APQMR), Peer Review, and Teaching Online. CCOE manages the list of faculty who are qualified to teach remotely. The pandemic provided the impetus to expand development opportunities for faculty. An ad hoc committee, Faculty Online Teaching and Training (FOTT) was formed in March 2020. That committee's charge was to implement a broader training program to equip faculty for the fall 2020 semester.   In addition to the OTC, the committee added training in bilingual pedagogy and culturally responsive and trauma-informed pedagogy. The training modules were housed in our LMS, and faculty were compensated for any training they completed during the summer of 2020. Before the beginning of the fall 2020 semester, over 90% of the University's full-time faculty had completed the APQMR course that prepared them to design and offer higher quality online courses.

Faculty Development Opportunities for Culturally Relevant and Trauma Informed Teaching and Learning

The Multicultural Curriculum Transformation Institute was provided by Dr. Cheryl Wu, Professor and School Counseling Program director, prior to summer 2019. This course has since then been converted to the Bilingual Approaches Seminar (BAS), which is now led by the CBO.

This course is currently split into two different courses, "BAS I and II." In summer 2021, the Culturally Responsive and Trauma-Informed Pedagogy (CRTIP) Seminar was developed and taught by the University's Education program faculty members as required training for all incoming faculty members. The list of faculty members is maintained by the CBO. In addition, HR offered additional courses provided by Monroe Pedagogy for all faculty and staff members to discuss social justice and racism.

At the same time, the CCOE formed the Instructional Designer Services (IDS), with five instructional designers to support existing online and hybrid programs and the development of new ones. The cornerstone work of instructional designers is to ensure alignment and assessment of program-level and student-level student learning objectives by applying the rigorous QM Rubric. IDS works closely with program coordinators and directors to ensure alignment and assessment of learning objectives at the program level as well as at the course, module, and activity levels. A blueprint of program- and course-level designs has emerged because of this work and informs the effectiveness of the SLOs. IDS has worked with the online Master of Arts in Sign Language Education, ODCP, Sexuality and Gender Studies, and Professional Studies and Training, among other programs, to ensure that its program-level learning objectives align with course-level and module-level learning outcomes. Alignment between the program- and institutional-level outcomes is not necessarily a focus of IDS' work.

There is now enough institutional capacity to begin considering doing QM Exemplary Program Reviews, which involves the assessment of online and hybrid programs with learning outcomes.

(e) Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

All faculty are evaluated annually for teaching competence on the following *(Faculty Handbook: page 23):*

- Adhering to the University-required instruction time for each course;
- Providing students with a clear and complete syllabus for each course (as specified by Legislative Councils;
- Demonstrating rigor in academic expectations, selecting instructional materials and bilingual teaching approaches that satisfy the needs of a diverse student population with multiple learning styles;
- Ensuring accessibility and responsiveness to students' individual academic needs;
- Conducting regular assessment of student's work, including providing students timely and appropriate feedback; and
- Designing new courses and redesigning existing courses when necessary.

Pre-tenure track faculty are provided up to three additional years to satisfy the requirements for tenure. These individuals may be reappointed for a successive academic year upon recommendation of the school director and approval by the dean. Reappointment is not automatic and is entirely at the discretion of the University. The respective dean shall have final authority to approve program recommendations on whether to reappoint pre-tenure track faculty and shall be responsible for informing the faculty member of the final decision.

Course Evaluations

Each program within the school has historically had a mechanism of collecting evaluations of courses collected from students. Gallaudet successfully piloted the use of Course Evaluations & Surveys (CES) in the deployment of the survey within the School of Science, Technology. Accessibility, Mathematics, and Public Health (STAMP) using their school-wide questions. In 2021, the faculty governance system at Gallaudet approved core questions for all courses, with the flexibility of each program adding its own discipline-specific questions. In 2022, all schools used the core questions approved by faculty governance and using CES.

Criterion 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.

Gallaudet University's academic programs are outlined in the *Undergraduate Academic Catalog* and the *Graduate Academic Catalog*, both of which are archived in an online repository. The catalogs are overseen by CUE and CGE.

The catalogs are maintained and updated regularly by the Registrar's Office. Catalogs are available online in electronic format with the support of the Curriculum Strategy platform, overseen by the Registrar's Office. In addition, the general education curriculum and each undergraduate and graduate academic program of study has a dedicated webpage outlining program expectations and timelines. The Student Information System (SIS), currently PeopleSoft, also provides guidance with academic planning through the Degree Progress Report and is used by advisors and students to determine progress along students' academic pathway and ensure they are on track towards completing their degrees. The various academic programs may also have internal processes in place for students to help ensure progress towards degree completion, including offering Cohort Progression, in which students who enroll in a specific term will register for the same classes and co-curricular experiences each semester, most notably in Graduate Professional Accredited programs.

Criterion 4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

Academic Support Programs
To support its academic offerings, Gallaudet University provides many student success and support services, such as Navigate, which provides real-time data from and about our students. This effort supports the faculty and teaching staff in better understanding the issues our students are experiencing. These include services through the First Year Experience Program, the Academic Advising Office, OSWD, Student Success, and Office for Career Success. The support services are as follows:

- Academic Resources: Praxis exam preparation, academic tutoring support, laboratory space, internship seminars and internships, program honor societies, professional organizations;
- Pre-College: JS ASL Program, Science, Technology and Mathematics Summer Bridge Program, Honors Pre-Orientation Program, Orientation Programs;
- Advisement and Counseling: Academic Advising, Office of Career Success (OCS), First Year Seminar, Student Success Coaching, Peer Mentoring, CAPS;
- Academic Support: ASL Center, English Center, STAMP Center, Student Success Programs, GTS, Honors Program, Academic Learning Lab for Student Training, Achievement, and Readiness (ALLSTAR) Program; and
- Specific Population Support: OSWD, CBDS, Multicultural Student Programs, Athletics, Student Organizations, Health and Wellness Programs (HWP), LGBTQIA Center, Students of Color Resource Center (SOCRC).

Criterion 5. At institutions that offer undergraduate education, a general education program, freestanding 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;

In 2017, 10 years after the implementation of the General Studies Curriculum, Gallaudet University convened a workgroup to conduct an APR of the General Studies Program, with the final report and recommendations submitted in fall 2018 (L. Rach, General Studies APR Final Version). This work was done for two reasons: 1) the need for an APR and 2) the opportunity to revise the curriculum to include a focus on multicultural, bilingual identity development in the context of intersectionality as part of the Short-term Strategic Plan. This program review laid the groundwork for an extensive General Studies Program redesign initiative that resulted in the establishment of a new General Education Program   implemented in fall 2021. The new general education curriculum focuses on the unique learning environment provided at Gallaudet, designed specifically for deaf scholars and those who wish to engage deeply with deaf communities. As noted on the General Studies website, "Within this context, Gallaudet's Core curriculum provides learning opportunities that support the ability to be healthy, productive agents of positive change in all of our communities. We do so by deeply respecting our Deaf and other interacting identities, and grounding into them as we explore ways to engage more deeply with each other and the world." This aligns strongly with the Gallaudet University Promise's imperatives and priorities.

(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; and

General Education and Core Curriculum

During AY 2020-2021, the General Studies Program was renamed General Education, with a new Core Curriculum integrating learning through Experience, Explore, and Engage components. The Experience component focuses on establishing foundational courses that include a two-semester first-year seminar course, courses strengthening students' bilingual pathways in ASL and English, as well as learning about the value of bilingualism in their personal and professional lives, and a foundational math course based on the chosen program of study and future career aspirations. The Explore component is designed to "allow students the freedom to determine and follow their own interests while gaining the skills needed to explore big questions, develop foundational competence in discipline-specific methodologies and create new knowledge or novel solutions." Students take a total of 24 credit hours, six credits in each of four areas of inquiry: Creativity & Communication, Identities & Cultures, Ethics & Civics, and Science & Technology. The Engage component focuses on experiential opportunities for applying learning to engagement opportunities both on campus and in the larger community outside of Gallaudet for the purpose of fostering a sense of belonging, developing relationships, building an ethic of civic responsibility and service, and gaining practical experience. Students are expected to engage in at least two semesters of active engagement experiences on campus (e.g., on-campus employment, student organization leadership, undergraduate research, or athletics) and one semester of active engagement off campus (e.g., an internship, study abroad, service learning, or volunteer work).

The Core Curriculum culminates in a final capstone course, taken after the students complete the Engage component, where students intentionally integrate outcomes in developing a reflective portfolio, integrating learning from throughout the three components of the Core Curriculum and connecting their learning to their intended major and future plans. The Core Curriculum requires students to complete 43 credit hours, with the Explore component providing flexibility in meeting both Core requirements, as well as major or free elective requirements as part of the larger 120-credit hours required for graduation.

(c) In non-U.S. institutions that do not include general education, provides evidence that students can demonstrate general education skills.

Not applicable.

Criterion 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.

Graduate Programs

Gallaudet University's commitment to graduate education, research, scholarship, and independent thinking is stated clearly in the Gallaudet University Promise, particularly in Priority Two, Knowledge Creation and Discovery and Imperative Three (Innovation for Impact). Priority Two (Knowledge Creation and Discovery) unequivocally states that Gallaudet is, and will continue to be, a place for leading-edge research. Both anchor student success to opportunities to conduct innovative research, which is critical to preparing them for a fast-changing world.

The University has faculty affiliated with graduate programs who have advanced degrees appropriate to their disciplines. One faculty member from each program also participates in the CGE, which oversees the development and revision of graduate curricula. At the graduate level, each program has its own SLOs aligned with respective professions and, where appropriate, the relevant accrediting bodies. CGE reviews and approves graduate curriculum proposals, subject to review and approval by the Faculty Senate. The curriculum review process assumes content expertise in the field from the program submitting the proposal.

Internal support for research at Gallaudet, including graduate student research, comes from OSPRS and the Development Office. Additionally, Gallaudet established the position of Special Assistant to the Provost for Research and Engagement in 2020. This position was held by Dr. Poorna Kushalnagar, who collaborated closely with the Dr. Khadijat Rashid, Dean of the Faculty, and other University leaders to support an innovative culture and entrepreneurial climate that incentivizes sponsored research and advances scholarly and creative activities into the real world.

The Office of Research (OR) enhances the intellectual climate on campus by encouraging, facilitating, and distributing scholarly research. As part of its services portfolio OR oversees research "seed funding" program that fosters research activity among faculty, staff, and students by supporting research projects that have small funding requirements that can be used within the same fiscal year. These funds can be used on subject payment, travel expenses for data collection, software licenses, supplies, student researchers pay, and course time release. Considerations for funding are closely tied to the five research priorities that the OR has developed in consultation with the University community, and which the President endorsed: education, diversity, accessibility, deaf experience, and language and cognition. The goal of the seed funding program is to provide emerging researchers with funding opportunities that support activities advancing competitive research proposals, such as conducting preliminary work and facilitating collaboration.

Criterion 7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.

Not applicable

Criterion 8. Periodic assessment of the effectiveness of programs providing student learning opportunities.

The Gallaudet University community recognizes the need to adopt an assessment process that advances evidence-based decisions about teaching, learning, bilingualism, diversity, campus life, academic support, and student development. Gallaudet employs data-driven decision-making to continuously increase student achievement and institutional effectiveness. In 2021, the Office of Academic Quality was renamed Institutional Research & Effectiveness (IR&E), comprising institutional research and institutional effectiveness. Periodic assessments of the effectiveness of programs providing student learning opportunities are housed in IR&E.

Assessment Council

IR&E established an interdisciplinary Assessment Council composed of designated assessment coordinators from each academic and service program. The coordinator position is considered a vital function within programs. The Assessment Council convenes one to two times each semester to conduct a peer review of the assessment reports submitted by academic and service programs. The coordinators meet to discuss assessment-specific issues, share ideas and strategies, and assist one another in the development, coordination, and successful application of assessments of student learning. Best practices are usually identified and made available to the coordinators for their own assessment work.

Analysis and Recommendations

Strengths
- Our deaf students have full access to visual and sign language-based learning in our curricular offerings.
- Our academic programs are structured to provide clear pathways to degree attainment as outlined in the *Academic Catalog(s)* and guided by student support programs. Students can progress through their academic career knowing they are preparing to flourish as leaders, innovators, and change-makers in a diverse global society.
- Faculty-led transformation from 16 departments to 5 schools is now in its third year. This is creating the right conditions to advance to next phase of improving the design and delivery of interdisciplinary and transdisciplinary curricular opportunities that will strengthen delivering on the new Student Learning Outcomes, which were reviewed and adopted in 2021.

Challenges
- Due to loss of institutional knowledge, shifts in strategic plans, and the pandemic, Gallaudet's ability to implement a clear and concise APR process has suffered.
- Continuing education is an area that we need to invest in to support growth for online learning across the lifespan. The pace of change has been impacted by the magnitude of effort it has taken to return to and sustain face-to-face instruction, though the motivation is high in Academic Affairs to offer more courses that benefit learners across the lifespan.
- We recognize there is more we can to do serve the non-signing hard of hearing population of learners in the United States and believe that online learning may be the best pathway to expand our mission impact.

Recommendations
- Consistency in collecting assessment data, tracking the data, and a clearly outlined plan to move forward is not well documented. To establish an assessment process that reflects the mission of the institution with the designs and delivery of academic programs, a clearer connection between academic programming, resources, and overall systemic approaches to The Gallaudet Promise is needed.
- Continue to strategically grow our online presence and opportunities for deaf, hard of hearing and deafblind learners balancing it with the benefits of the unique and irreplaceable language and visual immersion experience gained from being on campus.

Standard IV
Support of the Student Experience

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.

Requirements of Affiliation

- **Requirement 8:** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- **Requirement 10:** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Overview

Support for the student experience designed for deaf, hard of hearing and deafblind students and hearing students who desire and need an ASL language immersion in higher education, central to the University's Mission, Vision, and the Gallaudet Promise. Student support starts with an understanding of the unique educational niche we provide and, from there, follows pathways like other institutions, namely: 1) initial engagement with Gallaudet University, once a student enrolls, 2) student persistence throughout their academic and career journey, 3) completing their course work and graduating, and finally, 4) their post-graduation outcomes. Through the Gallaudet Promise, we recognize that the student return on investment and key outcomes toward their success are best measured by their ability to translate their degree into employment or advanced education through two Priorities:

- Extraordinary Learning and Academic Excellence across the lifetime
- Signing Ecosystems and Career Success

EVIDENCE

Criterion 1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide 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;

Gallaudet University's commitment to student success and retention begins with the Office of Admissions. At the same time, undergraduate and graduate recruitment teams are trained by our Financial Aid advisors to present critical financial aid information as a part of their overall recruitment strategy. Once accepted with a formal letter, the FAO follows up with another letter outlining the total Cost of Attendance, including estimated costs for meals/lodging and insurance, as well as their federal and Gallaudet aid.

There is a "Tuition & Financial Aid" button on Gallaudet's website that brings prospective and current students to a "one-stop" page with tuition, financial aid, scholarships, and other financial information. Gallaudet's most up to date tuition and fees are posted on the website for prospective and current students' awareness.

Financial Aid is key to our students' success at Gallaudet. Students are encouraged, through admissions counselors, academic advisors, financial literacy workshops, first-year seminars, and other means to file their Free Application for Federal Student Aid (FAFSA) application early. The FAFSA is used to determine award eligibility for federal and institutional aid. As per the NCES 2021 IPEDS Report for Gallaudet, 75% of FTFTF received some form of financial aid (of those, 38% received Federal Pell grants), and 86% of all students received some form of financial aid (of those, 50% received Federal Pell grants).

In addition to federal aid, Gallaudet students are eligible for state-funded support through Vocational Rehabilitation programs. Currently, SFS works closely with 46 states, bringing in about $11.2 million in financial support to help ease tuition, fees, and room and board costs, depending on the student's financial needs. Each state has its own policies, and students are required to establish an Individualized Plan for Employment before receiving support.

A major challenge the University faces is that while 76% of its students receive some amount of financial aid (excluding tuition waivers and state funding), many do not receive assistance due to either international status, lack of academic progress, lack of proper filing for financial aid, or registration/withdrawal actions that impact aid. Consequently, students incur debt or financial liabilities that they may not be able to afford, and this limits their ability to continue their academic studies, especially with the University's policy of restricting re-enrollment to students with a debt of *$1,000 or less.

*(Note: Gallaudet increased the debt limit to $5,000 during the pandemic in recognition of financial hardships experienced by many students and their families.)[220,221,222,223]

Scholarships

Gallaudet University continues to receive additional funding from endowments and donations to further foster Gallaudet's mission for extraordinary learning and academic excellence across the lifetime, signing ecosystems and career success, quality of learning environment, and educational experience. Two types of scholarships are offered to Gallaudet students: merit-based and other scholarships.

The Admissions Office awards merit-based scholarships to incoming deaf and hard of hearing freshmen and new transfer students based on exemplary academic achievement. Details about merit-based scholarship awards and determining eligibility are available on the website. Other University-wide scholarships are awarded through FAO by matching students with scholarship criteria established by donors. FAO also provides students with information about scholarships external to the University. Graduate students lose their eligibility to receive free federal aid like Pell and Federal Supplemental Educational Opportunity grants, and typically rely on interest-based federal loans to support their education. Recognizing that federal loans can be a financial barrier to students, the Office of the Graduate Dean awards tuition waivers, stipends, and scholarships to graduate students with need across all disciplines. In AY 2020-2021, the Graduate School administered between $1.25 and $1.75 million in funding to alleviate costs.

Higher Education Emergency Relief Fund (HEERF)
The HEERF funding Gallaudet University received was part of the $1.9 trillion-dollar American Rescue Package approved by Congress and the Biden Administration in 2021. The funds supported students needing assistance to pay for tuition, fees, food, housing, childcare, medical (including mental health), and other expenses related to COVID-19.

A total of 1,394 students received additional support through our three HEERF funding disbursements. Since March 2020, Gallaudet University has disbursed $4,150,000. The HEERF amounts for each student were based on their 2019-2022 FAFSA information filed with FAO.

Refunds
Gallaudet University's SFS office is responsible for managing student tuition and fees, payments, third-party billing, payment plans, and student refund checks. During the first four weeks of classes, in accordance with the tuition refund policy, students can drop courses, and their tuition will be prorated. All fees are non-refundable. If a student drops courses before the first day of classes, or the courses are canceled by the University, their tuition and fees are 100% refunded. Information about the refund policy can be found on SFS's website, the *Registrar's Handbook*, and through presentations at New Student Orientation (NSO).

(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 goals;
All incoming undergraduate students at Gallaudet University are evaluated based on their ACT/SAT scores, as well as placement test scores for English, math, and ASL, to appropriately place them in developmental or credit courses that will prepare them to meet their educational goals. Students who are emerging signers and need ASL support to prepare them for a bilingual environment are encouraged to enroll in a four-week intensive JS ASL program. In addition, the summer[246] STAMP Bridge program is open to newly admitted students who express interest in majoring in a STEM-related field.

Support Programs and Their Outcomes

- JumpStart (JS) ASL Program

IDEA's channeling of more deaf and hard of hearing students in spoken-English classrooms is impacting the readiness of students to enter Gallaudet University. In 2016 approximately 15% of students entering Gallaudet University were emerging or new signers. In 2022 it was nearly 30%. In alignment with our Bilingual Mission, we prepare our emerging signers to learn ASL through JS.[249,250] Rather than expecting students to be fluent by the end of the program, the goal is to provide a foundation in ASL understanding to help them develop confidence as new signers. This ensures they can communicate with peers, staff, and faculty when the fall semester begins.

On average, the JS ASL program sees about 40 students, about 80% of whom are FTFTF. Students who participated in JS were retained to the second year at a higher rate than students who did not participate in the program in six of the last eight cohorts. The two years when JS students were not retained at a higher rate than non-JS students were in a transition period where the program saw a change in leadership.

- STAMP Summer Bridge Program

In summer 2022, STAMP implemented the Summer Bridge Program, a free four-week program for deaf and hard of hearing students from underrepresented groups who are interested in STEM. Underrepresented groups include BIPOC students, first-generation college students, women, and students eligible for Pell grants. This program provided students opportunities to learn about topics such as cybersecurity, epidemiology, environmental science, and data science through a variety of hands-on activities, build a network of peers, meet deaf and hard of hearing professionals and faculty members in the STEM fields, and attend workshops about important resources and tips for success at Gallaudet.

- ALLSTAR Program

The ALLSTAR Program for deaf, hard of hearing, culturally and linguistically diverse Students of Color (SOC) and other marginalized students was created in 2018. Its mission is to strengthen comprehensive learning, cultivate academic skills, foster independence and confidence, and inspire lifelong learning. ALLSTAR offers mentoring and tutoring services in a collaborative, student-driven learning environment that promotes student success and college and career readiness. Since its inception, ALLSTAR has served 21 students in developmental English (ENG 50); 66% (14) passed and matriculated to a for-credit English course, GSR102.

- Tutorial Center

The Tutorial Center provides a supportive learning environment for students needing academic assistance that includes free tutoring, coaching, and instructional support services for all undergraduate and graduate students at Gallaudet, online and on-campus. For AY 2020-2021, approximately 37% of the Tutorial Center's resources were dedicated to STAMP tutoring (1,165 tutoring appointments), 17% to English tutoring, 14% to PER, 9% to ASL, and 5% to M.A. in Sign Language Education.

All incoming graduate students are granted access to the Graduate Student Resource Center (GSRC), established in 2021. This provides information on and access to tutoring services, writing retreats, and mental health counseling, among other services that help students sustain the level of academic performance required to succeed in their respective programs.

(c) Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

Orientation

Gallaudet University's Office of Student Success coordinates NSO for all incoming undergraduate students. NSO is a mandatory one-week session held before the semester begins. Through a series of programs and experiences, students meet their peers; become familiar with Gallaudet University policies, procedures, resources; and participate in various academic and social experiences. Students are introduced to their Peer Leaders (outstanding juniors and seniors), Student Success Coaches (professional staff who are recent Gallaudet graduates and provide mentoring and intentional academic, plus non-academic support), and their Academic and Career Success Advisor. Members of this support team begin academic and career discussions, and guide students towards on-campus organizations that may fit their interests, as well as resources for academic and non-academic support, and important policies (i.e., Title IX and drug/alcohol education, and training on Navigate, Gallaudet's student success platform).

The Office of the Graduate School coordinates Graduate Student Orientation (GSO) for all incoming graduate students. GSO is a mandatory three-day session held before the semester begins. It starts with a general overview of the Graduate School and Gallaudet. During GSO, new graduate students are welcomed by key administrative, staff, and faculty members, receive an introduction to campus services, and acquire information about academic standards and participation in culture and language activities. Graduate students are immediately placed into their program of study, each having its own onboarding process for them.

Academic Advisement

Academic advising and student success coaching are key to the student experience at Gallaudet. At the undergraduate level, undeclared students are assigned advisors from Academic Advising. All declared students are assigned faculty advisors in the program of study they are majoring in. Each advisor works in partnership with a Student Success Coach to provide support to the student. At the graduate level, the associate dean of the graduate school serves as academic advisor to all (non-degree seeking) graduate special students and graduate faculty provide academic advising to students who are enrolled in their programs. The GSRC's navigation support specialist is also available to assist graduate students with navigating available resources, serving as a liaison between graduate students and various offices and individuals.

The Office for Student Success and the Graduate School Student Resource Center rely on a coordinated care network early intervention platform called *Navigate* to streamline support services for students. At the undergraduate level, this includes providing frequent progress surveys to our faculty to monitor student attendance and academic progress along with early alerts and guardrails for our students.

At the graduate level, progress monitoring occurs within programs and between program directors and the associate dean of the graduate school, who share responsibility for communicating with students about their academic standing and progress. The nudging philosophy from *Navigate* provides proactive encouragement for our students to attend to their challenges rather than issuing a red-flag punitive approach that has served to alienate our students. For FTFTF, Cohort 2021 showed a fall-to-fall retention rate of 80%, which is tied with Cohort 2015 for the highest retention rate in the past 10 years (compared to Cohort 2016, which showed that 63% of these students returned for their second year).

When students are placed on Academic Probation, they are required to meet with their Academic Advisor to complete an academic contract and set up regular weekly or bi-weekly meetings with a Student Success Coach. This is monitored by Advisors through the Navigate Student Success Platform.

Office for Students with Disabilities (OSWD)
OSWD provides support services to Gallaudet's deafblind and deafdisabled students, who historically have higher retention and graduation rates than non-deafdisabled students. To further strengthen our support and sense of belonging, Gallaudet recently hired an accessibility specialist, who is also a deafblind BIPOC alumnus. During NSO/GSO, OSWD students receive special attention from staff through specialized webinars to inform them of the various accommodations we can provide to empower them and support their success.

Office of International Affairs (OIA)
OIA, in Gallaudet's Academic Affairs division, strives to fulfill the University's objective to create a "Global Gallaudet" that positively impacts the quality of life for the full spectrum of Deaf identities worldwide. OIA comprises three programs: Education Abroad and International Fellowships; International Relations; and International Student and Scholar Services. Inspiration from The Gallaudet Promise and recommendations of the American Council on Education and its mentoring through two Internationalization Labs (IZN) have guided and resourced OIA and Academic Affairs' focus in Gallaudet's global positioning. Gallaudet's engagement with IZN has resulted in four grand themes that have become the guiding light to fully internationalize the University, led by OIA in collaboration with other campus units. Above all, OIA's work aligns with The Gallaudet Promise.

Counseling and Psychological Services (CAPS)
Gallaudet recognizes that positive mental health and a sense of belonging are among the foundational values that each student needs to possess before beginning to focus on the academic and career values that the University will prepare for them (i.e., Maslow's hierarchy of needs). In alignment with Imperative Equity and Belonging, Gallaudet relies on CAPS and the HWP through cross-divisional efforts to ensure a positive student experience, which starts with their own health and wellbeing. (This is also tied to one of the eight SLOs and ISLOs.)

CAPS provides services to all Gallaudet students from the time they arrive on campus through graduation. CAPS staff are also involved in the First Year VEE 101 curriculum, in alignment with one of the eight SLOs, and ISLOs, to introduce the importance of health and wellbeing, along with the availability of resources. Throughout the year, CAPS provides individual, group, and couples therapy/counseling to Gallaudet students to support their mental health, and to ensure retention and success. Gallaudet students who use CAPS services self-report their satisfaction with these services, including answering questions about whether issues in school brought them to CAPS and whether its services helped them stay in school. In general, at least 50% of the students receiving CAPS services did so because of challenges in school, and 60% to 70% of these students reported that the services helped them stay in school and perform better in classes.

Health and Wellness Program (HWP)
HWP provides ongoing education and information on health-related issues (mental, physical, and emotional) throughout the academic year in person, online, and flyers that are posted around campus. By recognizing core issues that impact students' ability to survive and thrive in the college environment, HWP helps support students' health so that they can learn and stay in school until they graduate.

In 2018-2019, HWP conducted 304.55 hours of workshops or programs for students. Forty-three percent of these programs involved or were led by Peer Health Advocates. Peer-to-peer health education is an evidence-based way to provide education and intervention. 37% of the hours were brief alcohol or cannabis screenings for students, programs shown to be effective through research, or one-on-one health related support. The remaining hours (20%) were devoted to paraprofessional training, Green Dot bystander intervention training, QPR suicide awareness training, and guest presentations. In 2021-2022, HWP exceeded the hours of 2018-2019 with 595 hours of programming and services, but the majority of these (68%) were one-on-one or staff-led sessions due to the impact of COVID.

(d) Processes designed to enhance the achievement of students' educational goals, including certificate and degree completion, transfer to other institutions, and post-completion placement;
Gallaudet University offers various services, initiatives, and processes to enhance students' educational goals.

Our undergraduate students are first introduced to Gallaudet's Bison Core curriculum through First Year Seminar (VEE 101), which provides a student-centered, trauma-informed, and culturally relevant curriculum. The Core Curriculum integrates the SLOs/ISLOs. The Bison Core embodies student success principles that prepare them for their academic and career success, as they are provided with opportunities to develop as wellness-grounded, proudly bilingual, career-ready critical thinkers who are digitally aware, ethical, and scientifically literate global citizens.

To help our students obtain achievement of their educational goals, our academic advisors rely on Navigate to flag students who have not yet declared their major before arriving at 50 credits. Institutional research data shows a higher number of students leave the University if they had more than 50 credits and were still undeclared. This key data point was among a few others leading up to academic years 2018-2020, when Academic Affairs underwent a major restructuring of 16 departments into five schools, making it easier for prospective and incoming students to understand the different disciplines and interdisciplinary academic programs. After our students enter the Bison Core Curriculum, there are safeguards and mechanisms that expose them to the different offerings from the five schools and allow them to declare their major and connect to faculty members earlier rather than later.

Post-completion Placement
After two years of data collection, assessment, and program review of career services, the Career Center was transformed into the Office for Career Success. This transformation came with a new mission to educate and empower students to reach their career goals as they navigate the career ecosystem, discover new career paths, engage in experiential learning, and build connections within and beyond the signing and deaf community.

The Office for Career Success is timely, as it aligns its career education efforts with the new general education curriculum as a foundation and springboard to early declaration of majors for students through the five schools. The general education curriculum includes proficiency in career readiness as part of its SLOs and a broader engagement strategy to partner with faculty and employers through the newly established Career Ecosystem. This ecosystem includes three key working groups: Career Success Partners Network, Experiential Learning and Internship Success, and Employer and Alumni Engagement Council. Collectively, the Career Ecosystem will strengthen academic and career pathways by integrating career readiness more fully into our curriculum, developing best practices for experiential learning internships across campus, and focusing on multifaceted value propositions and strategic relationship engagement with key external partners such as our employers and alumni.

Criterion 2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;
Gallaudet University's policy on transfer students can be found in the *Academic Catalog*. We have an Articulation/Transfer Student Coordinator in the Registrar's Office whose function is to ensure the successful transfer of students to other institutions and ensure appropriate acceptance of credits for our incoming transfer students.

Gallaudet participates in the Consortium of Universities of the Washington Metro Area (CUWMA), the OCICU, and Universidade Federal de Santa Catarina in Brazil as cross-registration and study abroad exchange programs that allow students to take specialized courses outside of Gallaudet. These programs provide students enrolled in eligible degree programs at one consortium member institution the opportunity to register for a course at another member institution, dramatically increasing the number of available course options.

Criterion 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

All employees at Gallaudet University are required to undergo annual compliance training. Topics include "Family Educational Rights and Privacy Act (FERPA) Basics," where an employee receives an overview of the Family Educational Rights and Privacy Act. Gallaudet partners with EverFi, an online platform for educational organizations, in providing the training. The training is two to three hours and contains three additional modules.

- "Building Supportive Communities: Clery Act and Title IX"
- "Diversity, Inclusion, and Belonging: Addressing your Biases"
- "Preventing Harassment and Discrimination: Non-Supervisors"

Slides and checkpoints of understanding are interposed throughout the training. If sensitive information must be shared, GTS has in place a secure and encrypted website for institutional assessment or licensure verification purposes.

The Registrar's Office maintains a public facing website with an overview and discussion of student records, defining student records, and the rights therein as they are the centralized resource for FERPA. All related policies and procedures are established by the office.

Criterion 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;

Athletics

Gallaudet University is a member of the National Collegiate Athletic Association (NCAA) and competes in the Division 3 level. Within the NCAA, Gallaudet is a core member of the United East Conference, in which most of our sports teams compete. Gallaudet also is an affiliated member of the Eastern Collegiate Football Conference, Colonial States Athletic Conference, the Atlantic East Conference, and the National Association of Collegiate Esports. The University and its Athletics program are responsible for adhering to their bylaws, policies, and compliance standards. Student-athletes are supported by a faculty athletics representative and are engaged in a "Study Table" program where hours are set aside for academic work and support. These are supplemented by weekly feedback from professors on academic progress reports, ensuring class attendance, engagement, and success. A meeting is scheduled with the Associate Athletic Director for Student-Athlete Success to develop a plan for improving their academic standing if their GPA falls below the minimum threshold. Each year, FAO is audited by the NCAA to ensure financial compliance toward our student-athletes.

Gallaudet adheres to the standards of Title IX beyond the minimum requirement for ensuring gender equality in athletics. The Office of Title IX employs a coordinator and several deputy Title IX coordinators, one of whom is housed in the Athletics Program. Students and employees are required to undergo annual Title IX training coordinated by the Office of Title IX.

Gallaudet athletics also supports students' fitness needs through intramural sports, open gym, and on-campus facilities, which include weight and cardio rooms, racquetball courts, indoor swimming pool, outdoor tennis courts, and other athletic spaces.

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Student Life and Extracurricular Programming
The Student Engagement and Leadership (SEL) Office in the Division of Student Affairs is intended to elevate the student experience through events centered on leadership and creative programming and provides training and support to our student organizations and clubs. The program screens, selects, and hires students (paraprofessionals) to host events, training, and workshops intended to create a positive experience for all students. The Student Organization and Clubs component of SEL is intended to grow leadership and other skills. This includes new officer training, workshops on team building, creative event planning and promotion, problem-solving, and more. Gallaudet recognizes the importance of having space for students to call their own; thus, we heavily count on clubs and organizations where students find a "home." SEL is committed to cultivating the next generation of deaf leaders; with that comes the responsibility of providing the necessary training to enable growth in several areas: sense of civic duty, philanthropic giving, advocacy and awareness, association involvement, and social responsibility. SEL provides programming that ensures students enjoy their time at college to the fullest; creative programming and recruitment to our events allow students to meet new people, expand horizons and perspectives, and try new things – both on and off campus.

Gallaudet University has many cultural organizations that reflect the current student body. These organizations include Black Student Union, African Student Union, Latino Student Union, English Language Institute Student Organization, 3D (Students with Additional Disabilities), Rainbow Society, Saudi Student Organization, and the Asian Pacific Islander Association. New multicultural organizations include the Indigenous Peoples Student Alliance and the Omani Club.[336] SEL provides all students support and structure to these organizations so they can remain resourceful and incorporate that sense of home to SOC, first-generation students, international students, and students with multiple disabilities. SEL continues to partner with different programs, such as the DEDI team, CBDS, Multicultural Student Programs, Student Success, and OSWD; we work with these programs in continuing to revisit, learn, and revise policy, procedures, guidelines, training, events, and more to ensure we capture the "whole" student experience.

Gallaudet has governing student bodies representing undergraduates and graduates. Both are devoted to advocating for student issues, and members serve as representatives on committees that support the development, assessment, and execution of curricular, social, cultural, and recreational programs.

Student Affairs monitors student life and extracurricular activities and is responsible for updating and disseminating the *Student Handbook,* which includes relevant information on expectations about being a member of the Gallaudet community, and serves as a resource and reference guide for University operations, policies, and regulations. Student Affairs also oversees Residence Life and Housing (RL), which provides housing to 1,000 students, including apartments for students with children, annually. Prior to COVID, RL provided on-campus housing, residence hall programming, community development, and paraprofessional employment opportunities for students. During COVID, RL provided housing for a small group of students who did not have a home to go to, or their home environments were not conducive to their online education. RL also provided a host of virtual programming for all students and worked to stay connected with students who the University identified as high risk to ensure that they continued to be engaged in their coursework and reduce the sense of isolation.

Criterion 5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and

Not applicable.

Criterion 6. Periodic assessment of the effectiveness of programs supporting the student experience.
The mission of Gallaudet University's Office of Academic and Career Success (formerly Student Success and Academic Quality) is to strengthen programs and services through the integration of effective student success practices and evidence-based decision-making to fulfill Gallaudet University's mission and vision. Academic and Career Success provides opportunities and guidance for students, staff, faculty, and administrators to engage as lifelong learners who contribute to their success at the University and in a diverse global society. The office also partners with IR&E to offer assessment support for our academic and non-academic programs.

The Interim Dean for Academic and Career Success is also the co-chair of the Student Success Council, along with the Dean of Student Affairs. The Council is solely responsible for reviewing data and identifying bottlenecks throughout the student's academic journey. The council has mandated its members to develop and execute SMART goals directed toward students' sense of belonging.

Some highlights of programs supporting the student experience that made changes based on periodic assessments include:

Student Accountability and Restorative Practices (SARP)
As introduced in Standard Two, Criterion Nine, SARP was transformed to utilize practices derived from restorative justice principles to address conflicts that arise in the community. The goal of a restorative process is to bring together all parties involved in an incident to address harm associated with the conflict. This affords the opportunity for discussion of varying viewpoints to better understand the conflict.

SARP works closely with students to gain greater insight into their choices and behaviors to provide a safe environment for the campus community, one that supports the University's Living, Well-Being, and Belonging initiative, as well as The Gallaudet Promise. SARP offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, restorative in nature, and adaptable to meet the needs of individuals experiencing conflict. By doing so, SARP's restorative practices processes support the goals of student development and the University community for three reasons:

- Our current generation of students is more inclined toward strong connectedness, largely attributed to online interactions, global exposure, and a desire for community. Restorative Practices (RP), with a strong emphasis on community engagement, can tap into the needs of our students in a unique way.
- One of the core values of our University community is the focus on diversity, equity, and inclusion. It is the goal of SARP to create practices that assist in fostering a welcoming environment that supports authentic dialogue and relationships. RP helps fill this important need by engaging diverse University members in conversations that are generative and constructive.
- Traditional conduct processes tend to lean towards punishment and retribution without fully incorporating the voice of those who were impacted by behavior. The focus of any restorative approach is emphasizing the education and development of all those involved for authentic reconciliation and reintegration of students.

SARP updated its Code of Student Conduct to include RP and outlined its process. SARP is reviewing and revising the *Student Handbook* to ensure it reflects The Gallaudet Promise. SARP supports the student experience by providing additional conflict resolution options beyond the traditional student conduct process, including options to address bias-related, Title IX, and sexual misconduct cases. SARP works with students to gain greater insight into their choices and behaviors to provide a safe environment for the campus community. The SARP program also provides ongoing SARP and Title IX/Sexual Misconduct training sessions for students and paraprofessionals, including JS paraprofessional staff and students, RL Resident Assistants, Graduate Peer Coaches, Peer Mentors, and NSO.

SARP serves as a campuswide resource, providing consultation on issues related to student conduct, classroom management, restorative practices, and bias-related harassment. SARP is also responsible for assisting the University regarding both Title IX Sexual Harassment and Sexual Misconduct policies, procedures, and compliance as it relates to students. SARP provides numerous resolution approaches to restorative processes that can engage all stakeholders, including apology letters, conflict coaching, facilitated dialogue, shuttle negotiation, restorative conferences, or restorative circles. The context and needs of those involved will be considered when determining how best to repair and address the harm caused by a given conflict.

Community Hubs

The Community Hubs Project, initiated in 2018, addresses the Living, Well-Being, and Belonging Initiative, which focuses on improving the quality of the student experience at Gallaudet.

At the behest of President Cordano, a study was performed on campus density, pedestrian traffic, and identifying spaces where community members congregate. In addition, students were surveyed to identify what spaces they used on campus and what spaces they felt they needed. This research resulted in a multi-year Community Hubs proposal that was made to the Executive Team and the Board of Trustees, who fully supported the proposal.

As a result, a Game Room was established, lounge spaces in the JSAC were renovated, the lower level of the JSAC was revitalized by the renovation of the Marketplace, Rathskellar, and Spiritual Space (formerly the Chapel), the campus's first gender-inclusive restrooms were completed, and more interior and outdoor furniture were added on campus. The last component of the project is the revitalization of Hanson Plaza and expanding outdoor activity spaces.

The Student Experience Initiative is conducting a student survey on their perspectives on the impact of the Community Hubs Project, and the findings will inform the design of the next phase of the project.

Student Engagement and Leadership (SEL)
The quality and level of student engagement plays a significant role in the retention and success of students; the more students are engaged, the more likely they will persist and graduate. Student Affairs restructured this office with a new focus on strengthening and expanding student organizations and clubs, building a robust student leadership training curriculum and program, re-establishing a community service program, and establishing a student activities board, a student-led group responsible for planning events throughout the semester. We researched other universities and the National Association for Campus Activities to ensure if the name Office of Campus Activities was still relevant, considering the new focus of the office. The name, "Office of Student Engagement and Leadership" is increasingly common in other institutions of higher education.

Residence Life and Housing
During the pandemic, RL experienced several challenges, including the impact of shifting to remote education and work on the quality of its paraprofessional programs, staff hiring and retention, and upkeep of residence hall facilities. RL recently hired a new director who has made significant strides in hiring new staff to fill vacant positions. Post-COVID, one of the top priorities for RL is assessing all the paraprofessional programs and redesigning them. The Dean of Student Affairs and the Director of RL have been working cross-divisionally to develop a five-year residence hall renovation plan.

Multicultural Student Programs
After conducting strategic analysis and planning, DEDI announced in 2021 that it would transform into a full-service internal consulting practice providing strategic systems-level consulting, training, and education. As part of the process, DEDI moved its front-line student support services to the Division of Student Affairs. This led to the establishment of the Office of Multicultural Student Programs (MSP). MSP consists of two resource centers that moved from DEDI, providing a range of programs and services to support our SOC and LGBTQA students.

In close collaboration with DEDI and Academic Affairs, MSP is working to bring issues of diversity and multiculturalism to the foreground of the campus conversation. This is being done by sponsoring programs celebrating cultural differences and highlighting similarities that connect us to each other, while providing a safe and supportive environment for students to freely share their thoughts. These programs will build and sustain an inclusive campus environment that fosters mutual respect and the celebration of differences.

University Compliance Assessment and Reporting
As mentioned earlier, the EDA requires Gallaudet to submit an annual report, the *ARA*, to the USDE. The report is organized according to the structure of the current Strategic Plan (e.g., the FY 2021 *ARA* aligned with The Gallaudet Promise).

Equally important is our annual mandate to submit to the USDE, our GPRA, which includes measures on the number of the overall student enrollment (recruitment), persistence rate (retention), graduation rates (graduation), and employment/advanced educational opportunities (post-graduation outcomes) that reflect a student's pathway from entry to post-graduation (career and/or advanced education opportunities).

## Analysis and Recommendations

Strengths
- A clear and intentional commitment to restorative justice in the shift towards SARP rather than punitive focus on student behavior.
- The establishment and subsequent support of Student Success Coaches with the intent to provide higher level peer support from recent graduates from Gallaudet University.
- Student Affairs consistently engages students and acts on their recommendations to improve the campus community experience particularly regarding renovations led by the Community Hub initiative.
- The Division of Student Affairs' extraordinary effort in creating teams to support returning our students to campus, post-pandemic.

Challenges
- The global pandemic, as with many other higher education institutions, had complex and inconsistent impacts on students, ranging from severe disconnection, inability to focus on academic progress, to a smooth transition to online learning; yet, all shared the most severe impact - the lack of socialization in sign language with their peers, faculty, and staff at Gallaudet University. We are facing higher mental health and well-being destabilization and changing expectations of the "college experience."
- The student experience at Gallaudet University is a rich, complex dynamic between curricular and cocurricular activities. The difficulty of tracking and assessing the impact of this complex dynamic will require new approaches to understanding the student experience.
- Our dormitory facilities, the library and Ely Center (where student organizations are housed) are all aging and in need of upgrades or replacement.

Recommendations

- Non-academic units should continue to expand their student outcomes assessment strategies with the use of software with the support of IR&E and professional development to enhance co-curricular experiences.
- Academic Affairs and Student Affairs would benefit from intentional collaboration and planning to increase co-curricular and experiential learning offerings for students and assure timely assessment for impact and improvement.
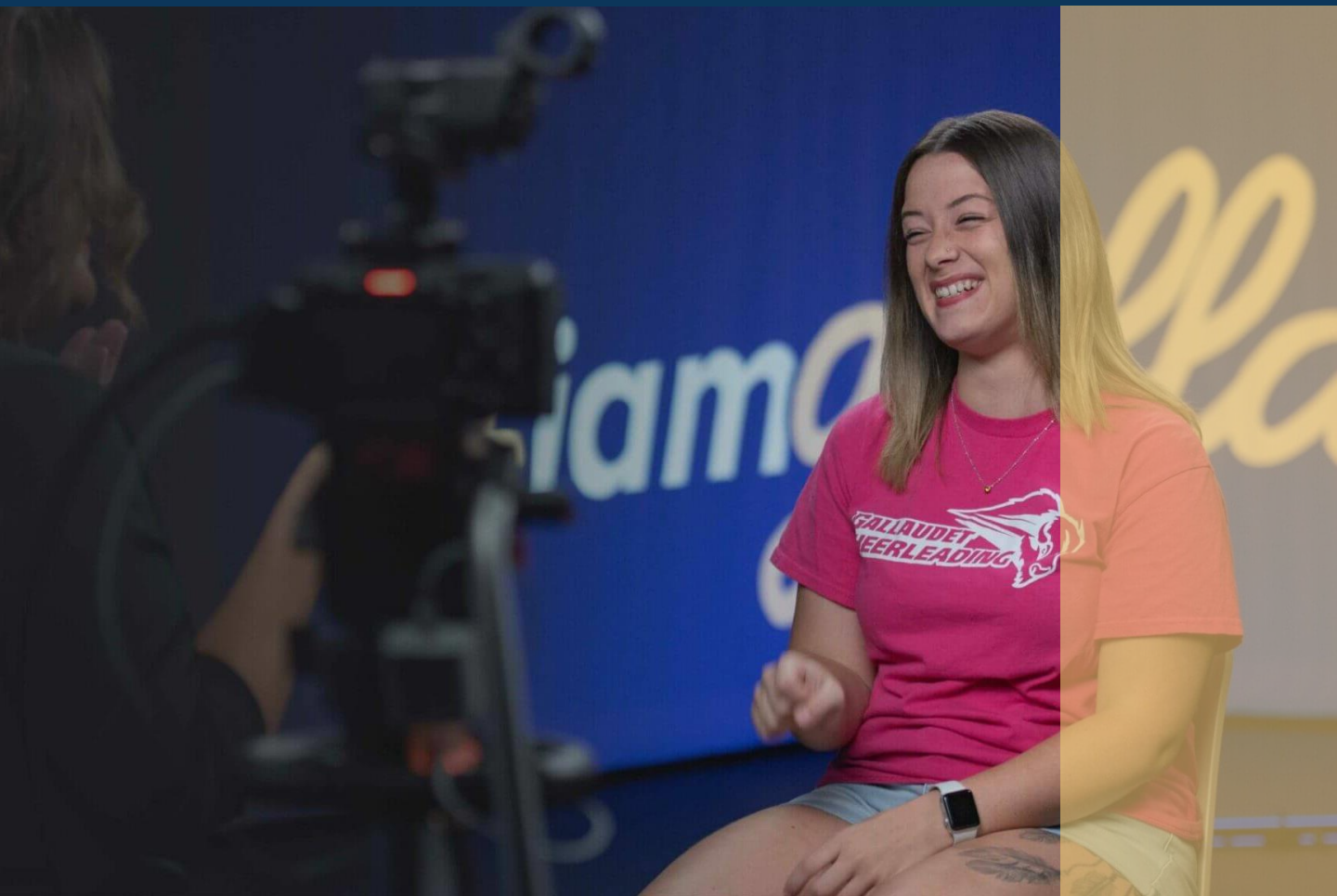
Standard V

Educational Effectiveness Assessment

Standard V: Educational Effectiveness Assessment

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

Requirements of Affiliation:
- **Requirement 8:** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- **Requirement 9:** The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
- **Requirement 10:** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Overview

Gallaudet University assesses student learning starting with the general education program and progressing through the programmatic level (undergraduate and graduate) and linking to the University's SLOs, mission, and strategic plan. Each academic program develops its programmatic SLOs, identifies its targets, measures for each outcome, and annually collects and analyzes the data to develop an action plan. The University provides support to academic programs through the IR&E. The University's ISLOs are also considered to be the general education SLOs. The general education program has developed specific measures and targets for student learning in the foundational courses offered to first- and second-year students and are using American Association of Colleges and Universities (AACU) rubrics, as well as Gallaudet-developed rubrics specific to assessing bilingualism in written English and ASL. The general education program reports its data findings annually in the *ARA*. In spring 2020, when the University switched to remote learning due to the global pandemic, assessment of student learning remained comparable to years prior. All academic programs are asked to map program SLOs to the ISLOs. The University also has ensured that the ISLOs seamlessly support the University's mission, specifically to ensure intellectual and professional advancement of deaf and hard of hearing students and preparing graduates for career opportunities. The University's Strategic Plan is also supported by the ISLOs.

In 2018, the University Faculty conducted a program review of the General Studies program. The program review committee was composed of faculty, staff, students, and alumni. The entire campus community was invited to attend a three-hour walk-in collaborative lab to shape the new general education curriculum. The revised ISLOs were adopted in 2021 by CUE and the Faculty Senate. The updated assessment process for the new ISLOs began in 2021-2022, focusing on foundational courses, VEE 101 and 102. An APR of the GSR program resulted in the two-year transformation into General Education. Programs are currently working to remap their SLOs to the new ISLOs.

IR&E ensures the ISLOs also support the University's mission, specifically to ensure intellectual and professional advancement of deaf and hard of hearing students and preparing graduates for career opportunities.

This section of the report will focus on student learning and achievement data related to the previous ISLOs. The plan for implementing and preliminary data for the updated ISLOs will also be addressed.

EVIDENCE

Criterion 1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

All three priorities in The Gallaudet Promise: Extraordinary Learning and Academic Excellence across the Lifespan, Knowledge Creation and Discovery, and Signing Ecosystems and Career Success, are priorities tied to the University's identity as described in the Mission Statement and aligned with the University's assessment work. A review conducted in the fall of 2022 showed that 44 programs out of 50 have clearly stated goals.

Assessment data for each SLO and ISLO is described, including the target/benchmark information with the resulting assessment of student products, how assessment data is collected, and by whom. Future assessment work is described for the next cycle, including action details, projected completion date, responsible person, and budget amount that will be requested.

The five core SLOs adopted in 2007 were:
1. Language and Communication
2. Critical Thinking
3. Identity and Culture
4. Knowledge and Inquiry
5. Ethics and Social Responsibility

The previous General Studies curriculum was designed around these SLOs. All undergraduate programs mapped their program SLOs to these core competencies. Graduate programs were asked to map to the University's Mission Statement and their relevant professional associations.

The University's Mission Statement is manifested in Gallaudet's ISLOs and programmatic outcomes and manifested in the University's assessment work.

The new general education SLOs (also known as the ISLOs) are as follows:
• Wellness
• Bilingualism
• Career Readiness
• Critical Thinking

- Digital Awareness
- Ethics
- Science Literacy
- Global Citizenship

The University recognizes that meeting our mission of ensuring intellectual and professional advancement for deaf and hard of hearing students and preparing them for career opportunities requires a holistic means to that end. Our educational goals (SLOs) focus on academic advancements such as critical thinking, science literacy, and digital awareness but also address wellness, citizenship, bilingualism, and ethics. To meet our mission, we must equip students to develop into well-rounded graduates ready to enter the workforce and become leaders in their respective fields and communities. The SLOs are presented in a diagram as a visual indication that one SLO does not take priority over others; rather, they are in support of each other. Gallaudet's Core Curriculum provides learning experiences to promote the development of Gallaudet scholars: wellness-grounded, proudly bilingual, career-ready critical thinkers, who are digitally aware, ethical, scientifically literate global citizens.

The eight student learning outcomes are woven throughout both general education and major/minor courses for all undergraduate programs, with faculty making explicit connections to them in each course syllabus.

For students entering Gallaudet, Core: EXAMINE begins with a seminar (VEE101) from which we assess both ASL and English, as well as intercultural knowledge and competence. VEE102 continues to build on that foundation, adding critical thinking and career readiness dimensions. In Core: EXPLORE electives, assessment follows the four Areas of Inquiry - Ethics and Civics, Identities and Cultures, Communication and Creativity, and Science and Technology - aligning them directly with the SLOs. Core: ENGAGE experiences provide students with opportunities to contribute both on campus and beyond, including internships, education abroad, community service, and more. The capstone VEE300 portfolio provides rich data for looking at the SLOs and students' progression with them throughout the Core Curriculum.

Criterion 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 meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
The systematic assessment of the ISLOs (current and previous) is created and carried out by the faculty with the support of the IR&E Office.

Gallaudet University's undergraduate major program SLOs are written with an eye to the ISLOs. Assessment plans are created with targets, measures, and results from each level of assessment. Faculty develops and implements learning activities and assessments at the General Studies and programmatic levels. Each course also has SLOs assessed by course assignments. Every syllabus must have a chart that includes the course objectives, activities, assignments, and assessments.

Each outcome is mapped onto the curriculum with the intent of assessing the outcome throughout the curriculum (at entry, during the program, and at exit). Data are reported annually, where feasible. The programs can use AACU VALUE rubrics or their own. The assessment tools that the program uses can be included in the assessment report.

Faculty assess their students' products throughout the program using the major-level rubrics and submit the data to the program assessment coordinator. The data is shared with the faculty instructors in the program for discussion and revisions to the courses. The data is also reported in assessment software (Taskstream from 2017 to 2022) for broader analysis once a year. For each SLO, the assessment data is described, including the target/benchmark information with the resulting assessment of students' products, how assessment data is collected, and by whom. Future assessment work is described for the next cycle, including action details, projected completion date, responsible person, and budget request amount. Programs are to describe their interpretation of the results and any changes proposed or implemented to address continuous improvement. The University has been using Watermark products for assessment tracking since 2017, when Taskstream was implemented. In early 2022, the University upgraded to Watermark's Planning and Self-Study (P&SS) platform, with the plan that all 2022-2023 annual assessments will be done in this platform. (The link to Taskstream can be found under "Academic" on the Dashboard in MyGU.)

(b) Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
There is continuity between the initial ISLOs and the updated ISLOs in the focus on Gallaudet University's Bilingual Mission and career development, which are core values of most programs, undergraduate and graduate. Career Readiness is an important ISLO, and all undergraduate programs are expected to have program SLOs that map to this.

General education courses are aimed at career preparation. These courses are offered in both online asynchronous and synchronous formats. The VEE 101/102 First Year Seminar courses are designed to integrate students into the University's educational environment. These courses also encourage students' exploration of the University's academic possibilities, as well as the career options for them beyond graduation. Both seminar courses offer students opportunities to meet and network with deaf people from various professional backgrounds to aid their academic and career-based decisions as part of their individual academic journeys. GSR 110, "Course in Career Development," is a one-credit course designed for incoming and transfer students to introduce knowledge of professional skills, behaviors, and career competencies necessary for a successful pre-professional career internship experience, as well as future career development.

Gallaudet collects information from its alumni related to their student learning experience. IR&E produces the *Gallaudet University Annual Survey of Recent Graduates*, which is sent to undergraduate and graduate alumni approximately one year after graduation. About 20 questions are asked about employment and/or ongoing education, past experiences as students, and program of study and SLOs. The survey also asks alumni to evaluate how their program and the institution prepared them for work after obtaining their degree. From the FY 2021 *Annual Survey of Recent Graduates* (December 2018–August 2019 graduates), 78% of responding alumni said they participated in an internship while at Gallaudet, but on the degree-level, 81% of the bachelor's level alumni and 76% of the graduate degree alumni responded that they had participated in an internship while at Gallaudet. Sixty-seven percent of bachelor's degree alumni who responded to the survey stated that they worked either full time or part time. Eighty-one percent of graduate degree alumni worked either full time or part time. Twenty-six percent of bachelor's degree alumni were pursuing additional education. Sixteen percent of graduate degree alumni were pursuing additional education. The most common fields of employment for recent graduates, determined from 68% of respondents, shows 44% are in the education, training, and library occupations; 14% are in the community and social services occupations; and 11% are in health care and technical occupations.

(c) Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders

As stated in (b) of Standard V, IR&E administers the *Gallaudet University Annual Survey of Recent Graduates* Alumni Survey. Data, including graduation outcomes by program, job placement, student attitudes, and satisfaction with the education they received at Gallaudet University, is collected, and a summary of results is posted the following year. These results are reported regularly on the IR&E webpage, which is available to all campus members.

Annual student achievement data related to course passing rates, retention, and progress towards graduation by program are shared with the provost, dean of faculty, school directors, and the dean of academic career and success. Course passing rates are shared via IR&E's DataWarehouse, and enrollment, retention, and progress towards graduation results are reported on IR&E's webpage via Unit Effectiveness Planning.

The University implemented the Taskstream platform to better track meeting assessment goals. Within Taskstream, programs analyzed data and clearly marked whether the target was met. Programs could then produce reports including that information, along with any actions taken, and whether it is meeting goals, if it should revise the measure or the target, modify the curriculum, or any other action. However, Taskstream did not provide a centralized place to track these actions, so it was difficult to determine outcomes over several cycles or for a longer period. With the upgrade to P&SS, programs can still note if a measure for an outcome has been met, but they can now also track their action plans associated with a variety of annual assessment cycles in one location, assisting programs in staying to focused on the action items resulting from their own assessment and analysis of the data.

Criterion 3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

(a) Assisting students in improving their learning;

Using various assessment data, such as student feedback, exit interviews, outcomes (SLOs), and surveys from alumni, Gallaudet University' programs determine whether changes are needed to their curriculum requirements. For example, the Master's in International Development program conducted a survey in 2016 that led them to a program revision plan approved by CGE in 2017. The revised plan included updated course content, revised course titles, and two new professional development courses to expose students to the field and facilitate internship-to-employment pipelines and other professional career entry readiness. The English program tracks changes with those at other institutions that are working to decolonize their programs. With that information, and through on-campus course evaluation surveys and class observations, the program began to revise the curriculum course plan to enable majors and minors to select courses that would best meet their interests and needs. The program began including more diverse representation through texts, course learning activities, and course offerings, and received positive feedback from students. The program plans to keep adding English media and writing courses to better support students as they enter the workforce, and to provide literature courses to continue to evolve with the changing world.

Program changes are submitted to the University via curriculum proposals, and the number of proposals has varied from 1 to 18 since 2013, which is available in the evidence folder. Several programs have conducted an APR, where they establish their own committees for self-study and make necessary changes based on the results. The APR is a mechanism established by Gallaudet to support programs without a program accreditation to regularly conduct a review of their program to mirror their accredited counterparts at the University, and it consists of internal and external reviewers who complete a site visit and a final report. The General Studies program went through an APR in 2018, and a revised curriculum was created. The Ph.D. in HSLS, M.A. in Deaf Studies, and both graduate programs in Interpretation and Translation Studies are examples of programs that have undergone an APR recently. Gallaudet supports and follows all program accreditation reaffirmation of accreditation structures. Programs undergoing an APR follow a template of questions as established by the faculty in 2015 (CUE) and 2016 (CGE). The template of questions was updated in 2022 to reflect integration of bilingualism and diversity, equity, and inclusion as well as to create a streamlined approach regardless of career level.

Various programs and offices provide support to student learning. The ALLSTAR Program and GSRC were created because the University examined data that showed students, particularly students of color, needed support to succeed. ALLSTAR is a tutoring and mentoring program for BIPOC students and others identified as needing these services. The GSRC is a one-stop center for graduate students to access the resources needed to succeed, which includes academic support services, career and professional development, and community building and belonging, as well as well-being and personal development. The University decentralized Tutoring and Instructional Programs in 2019 to better serve students and support academic tutoring in specific disciplines.

(b) Improving pedagogy and curriculum;

The University has mechanisms in place to improve our curriculum across programs. This is, in part, the function of CUE, CGE, Curriculum Mapping and Assessment, NPR, and APR guidelines. CUE and CGE's proposals provide their rationale for requesting new and revised courses and eliminating others. A restructuring of the General Studies curriculum was carried out and the restructured General Education program was rolled out in the fall of 2021 incorporating the need for more offerings leading to career readiness and information technology.

New ideas for programs arise from feedback and a commitment to meet the changing needs in our communities. The University has a rigorous NPR process to assess the need for a new program and determine if resources are available to support it. If the program is likely to benefit the University, NPR will recommend that it go through the normal University governance programs for approval. NPR forms have two stages: a description of the rationale and goal of the program, and in-depth information about the program, SLOs, curriculum, interrelationship with other curricula, accreditation requirements (if needed), and internal viability.

In addition, the University has an eight-year program review cycle. Accredited programs complete the APR on a schedule determined by their accreditors, while non-accredited programs follow an institutional APR schedule that follows the framework of an accredited program review. Data for the APR is based on many factors, including student performance and demographics, but also includes data collected in the annual assessment plans. The APR process employs assessment results and procedures that align with best practices and standards in higher education. The APR for General Education in 2019-2020 resulted in a complete transformation of the curriculum. The APR conducted in March 2022 led the faculty to realize that Biology and Chemistry programs could be folded into a more financially sustainable Biochemistry program. The APR for the graduate master's and doctoral programs in Interpretation, conducted in September 2022, has resulted in an ongoing discussion about the viability of the master's program.

We value student evaluations as an important mechanism for improving pedagogy across programs, outside curricular review processes. Gallaudet's course evaluations assess the students' experience with course topics, instructor expertise, instructor presentation, and overall satisfaction with the course. In spring 2022, the University rolled out its first centralized course evaluation system by Watermark. This platform allows the institution to standardize course evaluations and enables programs and schools to add targeted questions, as needed. With this platform, the reporting capabilities will allow assessment of student feedback to be aggregated and disaggregated quickly for a more robust understanding of the student experience, including key metrics established by the institution's ISLOs and Bilingual Mission.

(c) Reviewing and revising academic programs and support services;

Oversight for reviewing and revising academic programs has two mechanisms and is contingent on the type of action required. The NPR committee reviews new academic programs or major revisions to existing programs. If an existing program proposes minor changes to its curriculum, the proposal is submitted to either CUE or CGE.

CUE is responsible for the undergraduate curriculum approval process, which has three stages: dean's action, catalog language approval, and CUE action. Curriculum proposals can be submitted to the portal by program chairs or directors. CUE reviews and approves new course proposals, revisions to existing courses, or adding/dropping a course. It also reviews and approves new majors and minors and revisions to an existing major or minor.

CGE reviews and approves specified changes to a degree/certificate program or concentration areas (e.g., changes to the program SLOs) and reports them to the Faculty Senate. The council approves new courses, course revisions, and adding/dropping an existing course from the catalog. CGE is also responsible for reviewing new graduate degree and certificate programs and program level changes and submitting them to the Senate for approval.

The University adopted Curriculum Strategy in AY 2021-2022 following the same workflow as set forth by CUE, CGE, and the Faculty Senate in collaboration with the University administration to track the review and approval processes.

For reviewing and revising support services, Student Success uses a variety of assessment methods, such as OCS. Review, employing external assessments, such as RNL College Student Assessments, and receiving intensive academic coaching training from JST Coaching in AY 2020-2021. Three staff members have completed certification for ACC Level Coaching, and two more are engaged in the certification process. Non-academic units are also expected to do annual assessments by establishing their success outcomes, measures, and targets. Student Affairs has been doing assessments of their programs for many years.

(d) Planning, conducting, and supporting a range of professional development activities; The Office of Faculty Development provides development workshops to all full-time and part-time faculty. As mentioned in Standard III, new faculty attend NFO during their first week. At the end of these sessions, they complete a survey to provide input on their satisfaction with the workshops they attended. In addition, in NFO week, we invest in building relationships with the President, Provost and other leaders in the institution through a "Faculty Tea" with the President with other ET member in attendance to help new faculty build relationships and feel welcome and supported by Gallaudet. At the beginning of each semester, all faculty attend a week of professional development related to innovative teaching and learning strategies. Despite the pandemic, this practice continued, and expanded to enhance faculty's skills in using technology in a remote teaching environment. An example of a recent session is a presentation by Andrew Light, assistant secretary for international affairs at the U.S. Department of Energy, entitled "Climate Change and the Global Clean Energy Opportunity."

Faculty who taught hybrid or online courses must take training to obtain an Online Teaching Certificate (OTC), administered by the University's CCOE, that focuses on best practices and approaches in online education. CCOE also provides support to faculty in instructional design for online courses.

(e) Planning and budgeting for the provision of academic programs and services;

During pre-COVID years, as part of the annual assessment cycles, programs were asked to create action plans based on the analyses of assessment data, including action items tied to budgeting. The University used a Unit Effectiveness Plan (UEP) to assess programs that gathered data from programs, including enrollment, demographics, persistence, retention, graduation, and post-graduation outcomes. Much of the data was also retrieved in the APR process. While the UEP has been suspended since 2018, the plan is to incorporate its success outcomes into the annual assessment cycle measures. In doing this, programs will be more familiar with their quantitative measures annually, not only at the extended cycle of the APR.

During this time, CCE received $2.1 million to $2.5 million from summer programming and ODCP. They also received 20% of its revenue from webinars and training programs. In 2022, programming relocated to the dean of the faculty's office, meaning that revenue sources changed, except for the ODCP, webinars, and training programs. Professional Development grants for faculty were usually around $50,000 annually before COVID, and distributed in equal amounts over three rounds, depending on the number of applicants. ASL Connect's educational revenue was $827,000 based on online classes FY 22. Faculty writing retreats were established in 2021, funded by the Office of the Provost under the guidance of Dr. Poorna Kushalnagar, who, at the time, was special assistant to the provost for research and engagement, and is now Dean of Research.

The University also recognized the growing need to support the increasing number of new signers on campus. As mentioned in Standard IV, Criterion 1, to support students with their developing signing skills, the University began to encourage new signers to attend a summer JS program, starting in 2012. At that time, students were required to pay for the program, but the University realized that it would be more cost effective to eliminate the fee, since data showed stronger retention among students who go through the JS program. Since having more students take JS will lead to a higher graduation rate, today the program is offered free of charge.

Based on data from many sources, including annual climate surveys, the University determined that while bilingualism is a key part of its mission and ISLOs, the campus needed to strengthen its support of bilingualism in the classroom and across campus. President Cordano established the Bilingual Mission Framework Task Force, which met for two years and developed the Bilingual Mission framework. This led to the establishment of the Chief Bilingual Office in 2020. Dr. Laurene Simms became the interim Chief Bilingual Officer in early 2020. This office was charged to create a bilingual infrastructure and align policies and practice with the principles provided by the Bilingual Mission Framework.

The emergence of the COVID-19 pandemic resulted in Gallaudet University becoming fully remote on March 13, 2020. Financial planning priority shifted to supporting students, faculty, and staff in virtual academic spaces. All faculty were given the opportunity to receive online training during the summer of 2020 and 98% successfully completed the training.

Technology, hardware, and software purchases were also a focus of budget and financial planning. Fortunately, in February 2020, the University began a partnership with Apple, Inc., to provide Apple technology, including computers and iPads, to all faculty, staff, and students. As soon as Gallaudet University shifted to remote learning, this distribution began in earnest and led to the establishment of a backpack initiative during fall 2021. The University returned to a primarily face-to-face instruction in fall 2021. In addition to the Higher Education Emergency Relief Fund (HEERF) dollars that were allocated in the three coronavirus response laws to higher education institutions across the country, Gallaudet also received $37,250,000 in direct line-item funding from Congress between FY2020 and FY2021 to cover the impact of COVID on testing, other safety measures and lost revenue. This enabled Academic Affairs to remain focused on keeping class sizes small, which required us to hire more adjuncts to cover the extra classes, and to support students and faculty returning to campus. These added expenses required diligence in providing needed services and safety measures, while managing our financial health overall.

As the University readjusted to the return to campus, we began work to become systematic in the review and use of assessment reporting with the new upgraded P&SS platform. This aligned with the hiring of the University's new Chief Financial Officer (CFO) in August 2021 and the resumption of academic plans tied to annual budgeting planning. While the UEP has been suspended since 2018, we have incorporated its successful outcomes into the annual assessment cycle measures. In doing this, programs will become more familiar with their quantitative measures annually, not only at the extended cycle of the APR.

(f) Informing appropriate constituents about the institution and its programs;
For many years, University Communications kept the campus community informed of news, information, and events via *Daily Digest,* with website links for more information. The *ARA*, which is available to the public, addresses specific reporting requirements of the EDA based on data and information regarding the University's progress within the past fiscal year.

Since she started in January 2016, President Cordano fully embraced Gallaudet University's bilingual identity which foregrounded ASL. Since the Bilingual Framework was adopted by the community and the Board of Trustees, we have seen a more consistent bilingual methodology used for communications throughout the University. Currently, campuswide announcements and information are communicated in ASL and English on the biweekly *Hi5*. Although email is still used as the primary tool for news and information sharing, MyGU, an intranet platform, is used more consistently. A digest of MyGU items is shared with the University community on Mondays. Social media, such as Snapchat and TikTok (students) and Instagram and LinkedIn (working professionals) are used more widely. Campus units such as Academic Affairs, the Office of the Bilingual Officer, the Office of International Affairs, and the International Development Master's degree program disseminate their own newsletters. Visual and alerting information are also used campuswide. These include computers and television monitors that display ASL dialogue accompanied by visual text. Every effort is made to make sure the content is accessible to everyone, especially for those who are deafblind or have low vision.

Assessment data is shared outside of the Assessment Council, IR&E unit, and administrators with events such as town hall presentations. IR&E posts enrollment, retention, and graduation data on its website, and plans to create a microsite with resources for assessment and program coordinators, as well as links to completed assessment reports.

(g) Improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

Assessment results and their responses to key indicators of Gallaudet University's retention, graduation, transfer, and placement rates are discussed in depth in Standards III and IV.

As stated earlier in this section, the institution had a UEP process for many years. Each undergraduate and graduate program set its targets and developed action plans to achieve those targets. Each fall, programs assessed the achievement of their goals, reported outcomes, and revised targets and action plans for the following year. These targets were based on program retention, graduation rate, post-graduation employment outcomes, and faculty output. The deans, along with the director of institutional research and the director of accreditation, certification, and licensure (currently co-directors of IR&E), met on occasion to improve the UEP process.

The UEP was paused in 2018 while an internal review of its effectiveness was made, using the data to drive strategic planning, curriculum mapping, and alignment with the NPR process. Also, around this time, there were competing priorities, such as the launch of the rpkGROUP Rapid Response Team, Academic Portfolio Review, and Administrative Services Review to accomplish the following goals: understand, at a more granular level, what Gallaudet is spending, and the return on investment from that spending; develop a new framework, vocabulary, and analysis to support institutional decision making; and identify opportunities for investment and reallocation toward institutional strategic goals, while achieving financial sustainability.

The goal of the Academic Portfolio Review later renamed Academic Efficiency and Productivity Review (AEPR), was to identify strengths in academic offerings, realize efficiencies to allow for reinvestment, meet student demands, move to data-driven decision-making, and support continuous improvement. The analyses sought to answer how programs change over time in their size and growth, how successful Gallaudet is with students in terms of retention and completion, if course offerings are managed efficiently, if human and time resources are used productively, if the University has the capacity to serve more students, and if so, identify the disciplines. The results of this work were shared with the community and the Academic Council in 2017. Faculty provided evidence that the analyses did not consider some components such as developmental, General Studies, and cross-listing teaching activities that would impact the analyses. Consequently, the data team revisited the data and made modifications to capture the faculty's activities adequately. In addition, this work uncovered data quality issues that IR&E and the Office of Certification and Licensure revised and proposed an updated course-types list and definition to the faculty, and received approval from CUE, CGE, and the Faculty Senate. In partnership with program chairs, course types were updated.

The University reconducted an AEPR with rpkGROUP, beginning in 2021, to reassess and identify opportunities for investment and reallocation. During this time, the data team had faculty representation, as well as conversations, with the dean of the faculty and school directors to ensure data quality before doing the analyses. Data was compiled and finalized for roll-out to the school directors and faculty prior to the start of the fall 2022 semester.

(h) Implementing other processes and procedures designed to improve educational programs and services;

Currently, six academic programs have discipline-specific accreditation. Education programs are recognized by their Specialized Professional Associations and accredited by the CAEP. The doctorate (Ph.D.) program in Clinical Psychology is accredited by the Commission of Accreditation of the APA. The School Psychology program is accredited by the NASP and CAEP. The Social Work program is accredited by the Council on Social Work Education (CSWE). The Counseling Program was accredited by the Council for the Accreditation of Counseling and Related Educational Programs until accreditation ceased in December 2021 with a teach-out plan. The Business program is accredited by the Accreditation Council for Business Schools and Programs. Both the Audiology and Speech-Language-Hearing programs are accredited by the ASHA. CAPS is accredited by the International Accreditation of Counseling Services. ELI is accredited by the Commission on English Language Program Accreditation.

IR&E supports several assessment processes: program assessment report (combining learning assessment update and senior assessment), unit effectiveness planning, and senior literacy assessment. Through their work in supporting the processes, documentation of assessment practices is collected, allowing IR&E to identify strengths and needs in Gallaudet's assessment development program. Reports also provide focus points for discussions among faculty and staff regarding qualities that characterize good assessment practices (e.g., at Assessment Council Meetings). By having this office and its documentation, the University can ensure programs have processes in place to make evidence-based decisions to continuously increase student achievement and institutional effectiveness.

Criterion 4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.

Not applicable.

Criterion 5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

IR&E established an interdisciplinary Academic Assessment Council (AAC), which is composed of designated assessment coordinators from each academic and service program. This position is considered a vital function within programs. The AAC has reviewed and approved a rubric for the purpose of assessing each program's annual assessment plan by their respective school director. This rubric will be rolled out in June 2023 when programs have completed their annual assessment plans.

Each assessment coordinator provides leadership and support in assessing student learning and using student data for continuous improvement within their respective unit. Coordinators collaborate with the program head and faculty to develop and update plans for assessing student learning. This is done by periodically reviewing data collaboratively with faculty. The assessment coordinator also provides updates of progress within their program to the Senate curriculum councils, deans, provost, and IR&E. In order to create a clearer approach to information sharing, a rubric is currently under review and approval with the AAC and the School Directors.

Prior to the pandemic, assessment coordinators participated in the AAC, which met each semester. Since 2018, the council has been used less as a peer review on the quality of outcomes and the data collected, and more on the basics of assessment, as well as training in the use of assessment cycle software platforms. During COVID, AAC check-ins with programs took place remotely on an on-call basis. The present goal is to revitalize the council with monthly meetings to shift the focus back to the quality of assessment now that the assessment process within P&SS is more intuitive and requires less training.

IR&E facilitates the collection of annual assessments from programs. It informs on how to do assessment with an Assessment Guide. IR&E offers one-to-one and group training. Programs establish their SLOs, measures, and targets, report their findings, and complete their action plan for the next academic year. IR&E provides feedback on measures and targets upon request. It reviews assessment plans in software available to the assessment coordinators for completeness (and provides status reports and reminders to programs that aren't up to date with their assessment work). Programs can download and share their assessment reports with others. IR&E has also been working with programs to encourage them to map their SLOs to ISLOs to facilitate reporting at different levels (program, school, and institutional). IR&E looks forward to the robust reporting capabilities that will be available when data is migrated from Taskstream to P&SS in AY2021-2022.

Analysis and Recommendations

Strengths
1. There are key mechanisms available to help faculty improve their pedagogy across programs. These mechanisms are connected to the faculty's evaluation and are required to be added to their portfolio.
2. Gallaudet provides opportunities for faculty development each semester. New faculty are required to attend an orientation, where they are provided with professional learning opportunities to make them effective in their coursework. Workshops provide faculty with information on innovative theories and practices in higher education, and on how to implement those theories to enhance student performance.

Challenges
- The global pandemic necessitated postponing the development of a more comprehensive Academic Affairs plan during Academic Year 2021-2022 to provide stability in leadership
- The University needs to provide a framework for reporting how programs improved their curriculum and the rationale for changes.
- The Assessment Council needs to return to a regular, pre-pandemic meeting schedule and report its findings on whether the University's current assessment system is effective.

Recommendations
- The incoming provost needs to initiate the development of an academic plan during Academic Year 2023-2024.
- There are opportunities for refining our assessment plans to include diversity and bilingualism, as described in the challenges and imperatives in The Gallaudet Promise.
- Identify appropriate units to manage extended follow-ups with alumni and their employers at the five- and ten-year marks to account for career changes and/or updates, rather than only administering a survey one year after graduation.
- The University should expand and provide institutional support for the Assessment Council and create a culture of assessment across all campus units.

Standard VI

Planning, Resources, and Institutional Improvement

Standard VI - Planning, Resources, and Institutional Improvement

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

Requirements of Affiliation

- **Requirement 8:** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- **Requirement 10:** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
- **Requirement 11:** The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates responsible fiscal management, has a prepared budget for the current year, and undergoes an annual external financial audit.

Overview

During the period under review (spring 2013-spring 2022) the community recognized that to thrive, Gallaudet had to evolve. The community recognized that the forces influencing higher education and those specific to the deaf community and deaf education required nothing less than a complete evolution of the institution. These efforts began in 2013-2015 under former President Alan Hurwitz's leadership as organizational structures began to change. In April 2016, just four months after becoming President, Roberta Cordano disseminated a thought piece (see Appendix D) unequivocally embracing Gallaudet's bilingual niche. This work, along with the leadership of the provost at that time, Carol Erting, resulted in the creation of the Bilingual Mission Task Force. This deepened organizational understanding of Gallaudet's niche as a uniquely bilingual institution and led to the creation of a CBO position. President Cordano also began strategically ensuring a senior leadership team with shared values and skills sets for the future in place. This ushered in a shared leadership structure at the Clerc Center, a re-defining of skills needed for senior leadership positions -- with an emphasis on agility, a growth mindset, a 'heart' for Gallaudet, and skills in innovation and assessment-driven organizational change. During this time, the long-time Vice President of Administration and Finance retired. Based on an assessment by an outside legal firm, to assure appropriate checks and balances, that role evolved into COO, CFO, and Legal Counsel positions. It took until August 2021 to have the current executive leadership team in place. As that team found its stride in working together, the institution began to see efforts to integrate planning and the various change efforts emerge.

With these multiple and highly significant leadership transitions - there were discrete efforts to change University processes (2017-2020) - and, taking into consideration the impact of the pandemic, the focus is now on integration of those planning and decision-making processes.

In President Cordano's February 2020 State of the University address, she described her first four years as "our becoming." During those years we focused on our mission, confronting our history of racism, and becoming true to our Bilingual Mission. She stated that we were at a pivot point. With these foundational areas now in focus, we can see what systems and processes need to be adjusted to support our collective efforts to provide an exemplary higher education in a bilingual environment. She also highlighted that the Board of Trustees was restructuring to better align its governance.

The Gallaudet Promise was introduced for the first time as a vision for how we will contribute toward a more sustainable and vibrant life experience for deaf and hard of hearing people. It stated our challenges, identified our priority areas, and articulated three imperatives, or core values, that must be integrated into all strategic work and, indeed, all aspects of the University. The timeline was to move forward on these transformations, guided by the Strategic Plan, which would be ready in fall 2020.

The pandemic shifted operations and interactions, resulting in an organic restart that allowed us to reconfigure the timeline of these transformations with new people, new technologies, and new ways to collaborate. The Phase One Strategic Plan developed in fall 2020 reflected this learning and profound nationwide experiences that unfolded, such as the murder of George Floyd and the Black Lives Matter movement. Reflecting organizational agility and values-led leadership, the Phase One Strategic Plan integrated our learning and shifted the trajectory of the University from what we expected in February 2020 to one that is ultimately more robust and with a better, deeper path to achieve The Gallaudet Promise.

EVIDENCE

Criterion 1. Institutional objectives, both institution-wide and for individual units, 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.

Institution-Wide

When President Cordano began her tenure, Gallaudet University was in the final year of the Gallaudet Strategic Plan (GSP 2010–2015). The GSP was developed following approval of Gallaudet's revised mission statement in 2007 and was centered around five goals, each supporting the ongoing renewal of Gallaudet at that time: enrollment; persistence and graduation; resource efficiency; academic programs; and research and outreach. It was designed to be a rededication of Gallaudet's heritage and to ensure Gallaudet is a University of excellence for future generations.

The Board of Trustees, in collaboration with President Cordano, agreed to extend the GSP one year to give her time to get to know the community and its needs. During this engagement period, which included extensive dialogues as well as internal and external scans, several foundational needs and opportunities surfaced. This led to six priority areas that shaped the Gallaudet Short-Term Strategic Plan: Gallaudet's Bilingual Mission; Diversity, Equity, and Inclusive Excellence; Enhancing Student/Learner Success and Experience; Improving Infrastructure and Investing in Our People; Enhancing Academic and Community Vitality; and Optimizing Resources. The intent was to design a strategic plan and implementation process that would give the community the time and experience needed to adapt to new conditions and ways of working. These would, in turn, support and accelerate innovation and transformation toward excellence in achieving Gallaudet's unique mission in the world.

The Short-Term Strategic Plan was intended to be a bridge to a longer-term, transformational vision and strategic plan. Work began in 2018 and resulted in The Gallaudet Promise: Excellence in Learning and Discovery, Our 10-Year Vision, 2020-2030. This plan, designed to transform Gallaudet within a rapidly ever-changing world, is divided into three phases. Phase One is underway and planning for Phase Two is in process to align with the MSCHE self-study.

The Gallaudet Promise has proven to be profoundly effective in unifying the community's understanding of what we want to achieve by 2030. Executive Team members consistently tie their division work to the Promise. Achieving it is aspirational, and as a start, Gallaudet has chosen to focus the University's actions on five critical areas:
• Transformational Accelerators
• Anti-Racism
• Bilingual Mission
• Academic Reimagining
• Creativity Way (including the Louise B. Miller Pathways and Gardens)

These areas comprise the Phase One Strategic Plan. Work in each area aligns with the Challenges, Imperatives, and Priorities in The Gallaudet Promise and emphasizes high-impact, cross-division collaborations.

KPIs for measuring the University's progress on The Gallaudet Promise have been established for Priorities One and Two and are in development for the imperatives.

Every major transformational effort described below was developed from observational and assessment data and each executive team member leading these efforts were given resources to design and implement initiatives consistent with the strategic plan in place at the time they started. Managing institutional change and the sequence of major initiatives is carefully sequenced by President Cordano and Chief of Staff Heather Harker together with our planning team. President Cordano regularly communicates with the board about her and her team's judgment about the amount of change that we can manage at one time, influencing our judgment about managing the pace of change at Gallaudet. Major factors influencing sequencing of initiatives to support

transformation envisioned in our strategic plans include understanding and balancing the necessary sequence of building blocks to accelerate transformation, institutional readiness, capacity of leadership and availability of resources. Executive Team meetings are carefully organized to support and complement each other's success through sharing critical information to support shared decision-making and collaboration.

Institutional Division Plans
Division of Equity, Diversity, and Inclusive Excellence: In 2020, the executive team collaborated deeply to develop an institutional Equity, Belonging, and Inclusion plan amidst a leadership change in the CDO position in August 2020. Under the leadership of the new interim CDO, Dr. Elizabeth Moore, the Division of Equity, Diversity and Inclusive Excellence tracks our institutional level commitments and progress. At the division level, we have successfully developed the Division of Equity, Diversity and Inclusive Excellence's Equity and Belonging Imperative Strategic Plan (2020-2024). The purpose is to create a mission- and values-informed plan that strategically guides University equity, diversity, and inclusion efforts using research, policy and programming creation and reform through proactive, systems-level training, consulting, and education. The Equity and Belonging Imperative Strategic Plan was guided by the RNL ESS, the RNL SSI, and community engagement.

Chief Bilingual Officer: The Bilingual Mission Task Force made explicit recommendations that the CBO align University policies with this mission and develop policies that address related issues. The CBO has drafted a five-year strategic plan that outlines this process.

Academic Affairs: Past Provost Erting, with the rpkGROUP Academic Affairs cost assessment underway, partnered with EAB to design the process and initiate Academic Affairs reorganization from departments to schools in partnership with the faculty. The process for restructuring was guided by EAB's Sample Timeline for Academic Reorganization: A Five-Year Vision for Transitioning to Divisional Governance. The details of this are described in Standard V and in the Academic Affairs Academic Vision.

Student Affairs: The Office of Student Affairs drafted a Student Experience Plan that identifies the following five areas of focus: student organizations including clubs and Greek life; residence hall experiences; student-athlete experiences; commuter student experiences; and supporting students' emotional, mental, physical, and spiritual well-being. The implementation of this plan was delayed due to COVID and the return to campus. It will be completed in May 2023. Initial data results and findings are already being used to shape Student Affairs-related programming.

Criterion 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.
The original timeline for the Phase One Plan was 2020-2022; however, Gallaudet University's Office of Planning, in conjunction with our MSCHE accreditation liaison officer, proposed to the

Executive Team that Phase One be extended to 2023 to allow the MSCHE review to be aligned with the Strategic Plans and allow us to accomplish two objectives: during the Phase One Plan, adopt a Measure of Progress to track our Self-Study Report composition and our preparation for the MSCHE reviewers' campus visit; and to incorporate feedback and recommendations from the MSCHE review process into our Phase Two Strategic Plan (2024-2028).

Communication of The Gallaudet Promise

The Phase One Strategic Plan has been robust utilizing different methods. One channel is The Gallaudet Promise website, which explains the vision of the Promise and the Phase One Strategic Plan. Content is in ASL and written English, reflecting our bilingual community. Progress on the Phase One Strategic Plan is also provided. A second channel for communicating the Phase One Strategic Plan was achieved through the creation of an online training module that new supervisors are required to take by HR as a part of their onboarding process. A third avenue was the development of Gallaudet Promise Division Rollout materials developed by the Office of Planning and provided to each Executive Team member to use with their teams to help them understand The Gallaudet Promise, Phase One Strategic Plan and how their division work links to the plan. An additional approach to directly communicating with the community was achieved through weekly postings on MyGU during the spring 2021 semester. Faculty and staff members shared personal stories of how their work contributes to The Gallaudet Promise.

The results and progress on The Gallaudet Promise are regularly communicated to the community and the Board of Trustees, then used to inform future planning and decision-making.

Creating the COO position was a component of the administrative transformation mentioned in President Cordano's 2020 State of the University address. This provided an opportunity to focus on how we think about our work and allocating resources to support the experiences of all our stakeholders – students, employees, and others. The work being led by the COO began with the goal of transforming the employee experience and has expanded to include improvement of the student experience.

During the time leading up to the creation of the COO position, it was evident that attention needed to be placed on HR processes. Prior to the COO arriving, a pay equity study was conducted by a law firm that concluded that Gallaudet had too many "unique" positions, making it difficult to fully assess pay equity. With this data, and his own assessment, COO Dominic Lacy initiated an assessment that included a cultural fitness diagnostic to allow the University to gauge how employees feel about their work environment. This was completed in October 2020. The assessment pointed to the need to revamp our career framework to better align roles and responsibilities with compensation. Changes to the career framework also addressed the problem of too many unique positions, as well as revealing gaps in our operations, including the following:
- Inability to collect sufficient data (to measure and proactively respond to issues).
- Full-time equivalency requirements to support manual processes outweighed employee time to devote to strategic work.
- The need to perform a financial assessment to build the enterprise resource planning tool that had been selected -- Workday.

As COO Lacy continued this work, it became evident that an integrated transformation effort was critical for our success, especially when recognizing that 70% of our resources are our personnel. Thus, the HR Transformation became Gallaudet's Operational Transformation.

There are many objectives of Operational Transformation, but the key themes include:
- A commitment to The Gallaudet Promise – the importance of using it as a driving force in all operations.
- Emphasizing inclusive behaviors and a bilingual focus.
- Values-aligned decision making, such as addressing pay equity, raising the floor for the lowest paid employees, and ensuring that our salary ranges reflect 75% of the market median to recognize the uniqueness of bilingual talent.
- Continuing digitization in HR and Finance processes – Workday (HR and Financial) and ServiceNow (Financial, HR, EOP Facilities/Custodial).
- Moving the workforce to a new operating model that provides top notch customer service to our students and employees.

The roll out of Workday and ServiceNow began in fall 2022. Workday for Students will debut in fall 2024.

The community was frequently involved during the HR Transformation, phases 1 and 2 processes. Stakeholders were engaged during the HR assessment and the Cultural Fitness Diagnostic. The COO division held several town hall sessions to inform the community about its progress and respond to questions. An Operational Transformation Hub was added to MyGU to centralize information and allow questions and feedback to be provided at any time.

Criterion 3. 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 units' strategic plans/objectives.
President Cordano assessed the work of the University Planning and Budget Committee (UPBC) during FY 2017. She concurred with the UPBC's own assessment that it was unwieldy and did not significantly influence the budget, resulting in community frustration and loss of credibility in and value for the budgeting process. In 2018, the Executive Team interviewed two firms (Grant Thornton and rpkGROUP) and selected rpkGROUP to support a rapid shift in resource reallocation (the Rapid Response Team process and to set a budget for FY 2019. Given the timing of the Rapid Response Team process (spring 2018), coupled with the retirement of the long-term Vice President of Administration and Finance in spring 2019), President Cordano initiated a series of change processes. She recognized that with any transition of a long-term executive (35+ years for the Vice President of Administration and Finance) there were many systems built around a hearing-centered leadership style, along with a great deal of institutional knowledge, that needed to be addressed.

Thus, as part of the transition, President Cordano engaged rpkGROUP in 2018 to ensure confidentiality of highly sensitive information and to conduct an assessment. This assessment resulted in the delineation of the Vice President of Administration and Finance position into three roles: COO, CFO, and GC. An interim GC was put in place in 2018 to conduct an in-depth legal analysis resulting in several recommendations, and eventually GC Natalie Sinicrope was hired in 2019. President Cordano then, with the engagement of the Executive Team, expanded rpkGROUP's contract to provide interim Vice President of Administration and Finance leadership with the charge of supporting the delineation of the COO and CFO roles. Lisa Clarke served as interim Vice President of Administration and Finance, reviewing and instituting temporary budgeting processes while assessing what did and did not work from past budgeting processes and structures. Once a COO was hired, Clarke became the interim CFO, which paved the way to hire the current CFO, Brad Hermes, in 2021. The complexity of these transitions and the subsequent building of operating legal and financial systems (not dependent upon one individual) in a short time cannot be underestimated. Also, the impact of COVID and 18 months of remote learning significantly impacted our budgeting processes. Currently, CFO Hermes is re-establishing engaged budget processes with the Finance and Planning Committee (FPC).

In January 2020, a review of Gallaudet's budget process was conducted by rpkGROUP. From FY 2017 to FY 2022, the budget process was that the Gallaudet Administration and Finance team worked with each division to compile and summarize budget conversations brought to the Executive Team for a discussion of priorities. A summary of these conversations and Executive Team recommendations was submitted to the Strategic Financial and Institutional Resources Committee of the Board of Trustees for approval.

Though the University did not have a formal shared governance budget committee from FY2017 to FY2022, we have had annual community dialogues to update the community on our budget and the impact expected from the budget. The analysis report provided recommendations that were incorporated into a new financial and planning budget process implemented by CFO Hermes. A significant component of this process was the establishment of the FPC.

CFO Hermes is moving the University towards multiyear budgeting. The Finance Office is building systems for the future while managing current needs and resolving legacy issues identified in the rpkGROUP report. One example of what should improve the budget planning process is the adaptive planning tool available in Workday. The target date for the availability of this Workday component is spring 2023. During this interim period, the FY 2024 budgeting process will follow the system used for FY 2023, with FY 2025 being the first year to fully leverage the new process. In addition, the transition to Workday will streamline the planning and budgeting process for all divisions. We are implementing advanced reporting capabilities using Workday to enable increased transparency and visibility, including dashboards.

Another benefit of CFO Hermes' leadership has been the creation of a Financial Planning and Analysis Organization that can work closely with division leaders to improve strategic decision making and alignment between their programming and budget allocations, including the FTEs. Workday will streamline the planning and budgeting process for all divisions. We are implementing advanced reporting capabilities using Workday to enable increased transparency and visibility, including dashboards.

Criterion 4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support its operations wherever and however programs are delivered.

Gallaudet University is a private university that receives a substantial proportion of its annual revenue by direct appropriation from the federal government under the authority of the EDA. In fiscal years 2021 and 2020, approximately 79% and 72%, respectively, of the University's operating revenues and other support without donor restrictions were derived from federal appropriations. The fiscal and human resources and physical/technical infrastructure are adequate to support the University (See Appendix C).

Fiscal and Human Resources

Gallaudet's operational transformation began in earnest with the onboarding of COO Lacy. The initial area of focus of this transformation was the fiscal and human resource management systems used in HR and fiscal management divisions. After an assessment conducted by Ernst and Young of our internal operations, the following were identified as barriers:
- Lack of integration between our various systems
- Limited data and reports for budgeting
- Inconsistent onboarding processes
- Limited bilingual training and information
- Manual processes and excessive paperwork

The goals of our operational transformation include:
- Supporting career development
- Data-driven decisions readily available through real-time insights from new technologies
- Clear and efficient processes aligned with leading practices
- Less time spent on administrative functions
- More time on customer service and improving the employee experience

This transformation also moves forward work on The Gallaudet Promise by embedding multilingualism, equity and belonging, and innovation for impact into this effort.

As stated in Criterion 2, Gallaudet has invested in two technologies to assist us in achieving these goals:

- Workday – A new HR and finance-management system implemented in October 2022 that will eliminate the need for traditional paperwork, streamline processes, and give direct access to HR, as well as financial information needed by institutional leaders. To support the student experience and integrate student services, we decided to invest in Workday Student, which is an end-to-end student and faculty lifecycle information system designed to work seamlessly with Workday Financial Management, Workday Human Capital Management, Workday Payroll, and Workday Grants Management, with a target date of August 2024 for full implementation of the student module. This Information System is designed to provide a streamlined process that encompasses admission, advising, records, financial aid, and student finance, which will support an enhanced student experience.
- ServiceNow – A trusted technology already in use for information technology and campus access management, and which is expanding to perform functions related to physical-plant maintenance, HR, and customer service management. We are leveraging Gallaudet's use of ServiceNow by expanding its capabilities to additional programs. It will improve the student experience and student and employees' interaction with HR, EOP, Financial Aid, Student Financial Services, and other administrative programs. Additionally, it will serve as a single point of contact for all Gallaudet questions and requests. We are revamping the onboarding process for all new hires to emphasize Gallaudet's mission, history, values, culture, and commitment to bilingualism, equity, and belonging.

The timeline for these transformations is from 2021 – 2024.

Technical Infrastructure:
As part of the "Becoming" process of President Cordano's first four years, GTS began to assess what would make them more effective. In the fall of 2019, GTS proposed a Unified Communications Technologies Cost and Process Plan that primed the University to become more agile with its technology and transition to remote work six months later when the pandemic hit.

A second effort that was instrumental in bolstering our technology infrastructure was a visit to Apple in February 2020 by a group of Gallaudet senior leaders, led by President Cordano. In July 2020, the decision was made to implement Connected Gallaudet. This initiative was tied to the three imperatives of The Gallaudet Promise: equity and belonging, Bilingual Mission, and innovation for impact. By offering each student an iPad Pro, we ensured that every student could be connected regardless of socio-economic background. Gallaudet transformed the academic classroom physically and virtually by integrating new technology within their curricula. Our Bilingual Mission was enhanced through Apple's video technology and students having the opportunity to design bilingual apps.

A third enhancement to our technical infrastructure is GTS' adoption of a Business Relationship Management model that is focused on nurturing trusted and mutually beneficial relationships that are transparent, respectful, and inclusive to move us away from the mindset that IT is "separate" from University operations and management, but rather integrating IT into the "business" to improve alignment and synergies. The aim is continuous improvement and collaboration with programs to understand and address their unique needs in an innovative way. This new approach was rolled out to GTS in 2022.

The Coronavirus Aid, Relief, and Economic Security Act provided Gallaudet with $7 million for expenses such as technology for students, faculty, and staff (e.g., laptops, Wi-Fi hotspots, data plans, instructional media content, and video meeting software) in 2020.

Criterion 5. Well-defined decision-making processes and clear assignment of responsibility and accountability.

At Gallaudet University, shared governance is formally defined as the Faculty, Administration, and Board of Trustees. The board provides leadership for the University's strategic initiatives and assures Gallaudet's governance and fiduciary oversight. The board has 21 trustees, a majority of whom are deaf, in accordance with its bylaws, and three of which are "public" -- Congressional appointees. The Board of Trustees meets three times a year (typically October, February, and May/June) with a fourth meeting, usually in the summer, designed as a retreat in preparation for the formal board meetings throughout the academic year.

Led by the President and the Executive Team, the administration is responsible for the managerial operations for both the University and the Clerc Center. The Executive Team meets weekly and sets the organizational strategy and tactics for implementing the strategic and operational plans for the University and Clerc Center.

Faculty, led by the Faculty Senate, have responsibility for faculty status, curriculum, and the academic aspects of the student experience. The Faculty Senate meets monthly each semester and there is one Full Faculty Senate meeting each semester.
Additional governance bodies include:
- Student Body Government: Undergraduate students govern themselves and are responsible for leadership and stewardship of the undergraduate student body, plan activities for the campus, and work with faculty and administration on matters of general interest to the student body.
- Graduate Student Association: Responsible for leadership and stewardship of the graduate student body and represented on committees throughout campus.
- Gallaudet Staff Council: Representatives from across the University and the Clerc Center elected by their colleagues, provides a venue for staff to provide leadership, raise topics, concerns, and strategic questions, and to advance training for employees with respect to work process improvement, community building, and job fulfillment, among other critical topics. The chair and vice chair of GSC meet regularly with the president of the University.

- Faculty of Color Coalition: Founded and led through a shared/collective leadership model, creates space for self-identified faculty of color to convene, be culturally affirmed, actively supported, and advocate for concerns and professional development needs of faculty at color at Gallaudet. The Faculty Senate formally incorporated two seats for FOCC representatives.
- Organization of Equity for Staff of Color: Originally founded as the Organization for Equity for Deaf Staff of Color, the organization voted to expand to include staff of color. OESOC is composed of staff members at all levels who self-identify as a person of color. Its mission is to serve as a visible and viable advocate dedicated to enhancing the identity, sense of community, educational equity, professional development, and well-being of staff of color at Gallaudet. OESOC is currently in discussion with GSC about formal representation.

Former President Hurwitz recognized that the Gallaudet definition of shared governance excluded critical stakeholders such as staff and students. Faculty resisted expanding the definition of shared governance beyond faculty, administration, and Board of Trustees, which led to President Hurwitz establishing the University Council, convening faculty, administrators, staff, and students into one group to discuss relevant topics. President Cordano further expanded that group to include the trustees, FOCC, OESOC and the alumni association. At one point, Clerc Center representatives also served on that body. The University Council has evolved from an information sharing meeting where each group provided updates into one that practices shared leadership and grapples with critical issues facing the community. As an example, the October 2022 meeting was led by SBG and GSA and focused on the critical question of what creates a sense of belonging and unity? The University Council typically meets three to four times per semester.

Criterion 6. 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.

Facilities/Infrastructure
Gallaudet University's 2022 Campus Plan is an official legal document approved by the District of Columbia government in 2013. The 10-year Campus Plan lays out an ambitious series of projects to transform the campus to support the Strategic Plan. The plan includes several major renovations and constructions and has three phases: renovation, new construction, and infrastructure improvements. The first phase took place in 2012-15, the second phase in 2012-18, and the final phase is 2014-22.

During the fall 2019 semester, President Cordano tasked the Strategic Space and Capital Planning Committee to develop an update to the 2012-2022 Campus Plan that could guide development for ensuing years. Work on the new plan continued through the summer of 2020 and culminated in an amendment presented to the District of Columbia's Zoning Commission in October 2021 to extend the Campus Plan through 2027. Campus areas with the greatest potential impact include the library, residence halls, and dining facilities. These high-density areas are considered "hot spots" that bring students, faculty, and staff together and facilitate language vibrancy.

Several significant improvement projects are tied to the Phase One Strategic Plan and bolster the realization of The Gallaudet Promise. These projects will contribute to manifesting the three priorities in The Gallaudet Promise.

The first capital improvement project is the replacement of the MLC. The building, which opened in 1980, has developed significant physical issues related to water intrusion, pest management, and accumulated deferred maintenance that have rendered it largely unsafe for use. Also, the project will be used as a starting point for realigning Gallaudet's campus, shifting land use and development into closer alignment with the goals of the 2022 Campus Plan, and The Gallaudet Promise.

The second project is the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children, which honors the legacy, courage, and vision of Ms. Miller, whose action in the lawsuit *Miller v. D.C. Board of Education* blazed a path for educational justice, setting the precedent for *Brown v. Board of Education*. The goal of the project is to create a Black Deaf-centric space addressing several of the drivers of inequality that remain persistent in our world today. It will promote awareness, freedom, remembrance, and healing as well as generate opportunities for learning, dialogue, and truth-telling for students, the Gallaudet community, neighbors, and visitors.

The third project, Creativity Way, is a major urban arts, culture, education and economic development initiative in DC that will create a new "front porch" for Gallaudet to welcome the world to experience our signing community and to demonstrate and bolster our creative edge to the world. In partnership with JBGS, seven acres of Gallaudet land will be used to create a new community gateway designed to facilitate learning, discovery, and entrepreneurial partnerships for people of all ages (fitting Priority One). Creativity Way is located between the Sixth Street, NE development and Gallaudet's Faculty Row, creating a 20,000-square-foot park-like promenade to serve as an informal gathering and activity space and provide a new gateway between the campus and the increasingly vibrant commercial corridor to the west. This liminal space is a transitional and transformative boundary between one space and another – like a threshold. The creation of the intentionally designed liminal space invites the larger community to experience and be transformed by a visual and tactile world different from their everyday experience. In turn, the Gallaudet community is, too, influenced. By having this liminal space, Gallaudet also honors and protects ASL at the heart of campus. Gallaudet/NOMA/H Street are becoming known as the 'destination' for the signing experience and multicultural deaf visual arts and events.

The fourth project is renovation of the residence halls improving the student residential experience of students.

It should be noted that in spring 2022, President Cordano insisted that, since efforts with hearing firms on overall campus planning – specifically with the library project – continued to miss the heart of the Deaf and multicultural, bilingual experience, Deaf architect Richard Dougherty be

engaged. Dougherty has been involved with the design of Creativity Way for several years, and upon his arrival on campus, he has been co-leading, along with the Executive Director of the Division of Equity, Diversity, and Inclusive Excellence and the Director of Placemaking, a constituent-focused engagement process that will result in an assessment with recommendations in January 2023. This report is expected to guide integrated campus vision, planning, and financial decision making into a cogent multiyear plan.

Technology
The Information Technology Steering Committee is composed of senior leadership and stakeholders with the goal of reviewing requests for technology purchases exceeding $5,000. Project requests are to help GTS identify, determine feasibility (based on resource availability), prioritize, and balance scheduling of tasks for GTS staff and the Gallaudet community.

Criterion 7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.
Gallaudet University's audit statements have been documented and posted on the web. Statements from 2013-2021 are available in the Evidence Inventory. We believe this is evidence that the University satisfies this criterion.

Criterion 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.
As required by the EDA, Gallaudet University's report to the USDE contains performance indicators for the University and the Clerc Center. The purposes of the act, paraphrased here, are to hold federal agencies accountable for achieving results; set goals, measure performance, and report publicly on progress; improve effectiveness and public accountability; help federal managers improve services; improve Congressional decision-making on federal programs; and improve internal management of the federal government.

IR&E conducted regular surveys of the campus climate for the faculty and staff until the global pandemic. IR&E also conducts an annual survey of recent alumni and coordinates dissemination of the SSI and the NSSE.

Criterion 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.
For the first time, Gallaudet University is monitoring the progress of our Strategic Plan using a platform called Envisio. This platform allows us to document what has been completed in the strategic plans but improve performance and communicate results to the Gallaudet community. The Goals and Measures of Progress laid out by the Executive Team in the Phase One Strategic Plan are linked to the Division Level Action items that are the major milestones we must reach the plan's goals. Monthly reporting updates began in August 2022 on all action items and measures of progress in the Phase One Strategic Plan. The platform allows the Executive Team leaders to see updates across all divisions in real time.

Analysis and Recommendations

Strengths:
- The Gallaudet Promise: Excellence in Learning and Discovery provides a clear vision of what we aspire to achieve by 2030 and ensures that how we do the work reflects our community values.
- The Phase One Strategic Plan articulates our measures of progress for work from 2020-2023 and the Envisio platform allows all stakeholders to see this progress.
- Organizational transformations are guided by various assessments that have been conducted.
- The Board of Trustees regularly reviews updates on our strategic plan progress.

Challenges:
- The need for rebuilding data and reporting infrastructure together with leadership skills and capacity has slowed our progress in creating integrated division level plans and more robust and transparent annual reporting to leadership and the community.
- Lack of integrated communications and clearly outlined approach to the various transformations on campus and thus efforts are not integrated into a coherent, cogent whole for the community.
- Phase One encouraged, but did not require, integrated operational planning. University

Recommendations:
- Division leaders produce annual plans and reports that help fulfill The Gallaudet Promise and provide a cogent narrative and shared understanding of the various transformation efforts.
- Phase II will require integrated division-level plans to be designed and developed with improved shared governance oversight, accountability, and transparency.
- Complete the development of KPIs for The Gallaudet Promise.
- Ensure full implementation of adaptive analysis component of Workday so that financial information is transparent and regularly integrated into planning and decision making.
- Reinstate the SSI and ESS and conduct them regularly.

Standard VII
Leadership, Governance, and Administration

Standard VII: Leadership, Governance, and Administration

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

Requirements of Affiliation:
- **Requirement 12:** The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.
- **Requirement 13:** A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Overview

Gallaudet University has had stable leadership since its last reaccreditation in 2013. Its president at the time, Dr. Alan Hurwitz, retired at the end of 2015 and our current president, Roberta Cordano, began in January 2016. Gallaudet was seeking a transformational leader and under her leadership, there are several University-wide transformations underway, which are described throughout this Self-Study Report. The Board of Trustees is also transforming itself in concert with the University's efforts.

There also has been an intentional shift in executive leadership to a C-suite model from the previous vice president model. At present, the president's Executive Team includes a chief of staff, an interim provost/chief academic officer, and chief bilingual, diversity, financial, communications, and operating officers. There are also co-chief officers for the University's K-12 program who oversee academic, administrative, and national outreach programs. Several others are members of the Executive Team, including the dean of student affairs, and the executive director of planning.

It should be noted that the 11-person Executive Team has 10 members who are deaf or hard of hearing and three who are people of color. The make-up is significantly different from the Executive Team at the start of her tenure when she was the only deaf member and there were no BIPOC members. This shift is intentional, as President Cordano recognizes the importance of university leadership better reflecting the campus community. It is noteworthy that while President Cordano is the fourth deaf president in the University's history, dating back to the historic DPN movement in 1988, she is the first to install a predominantly deaf Executive Team.

The current Executive Team is leading desired changes in the way the University goes about its business on both academic and business sides. They are bringing forward the work in the Phase One Strategic Plan of The Gallaudet Promise and are leading key campus transformations. There is also greater commitment to shared governance and information sharing through both formal and informal channels.

Evidence

Criterion 1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including the governing body, administration, faculty, staff, and students.

Gallaudet University is governed by its Board of Trustees; an administration led by a president; faculty and staff, each with their own governance structures; and undergraduate and graduate student bodies with their own governance organizations.

The Board of Trustees is actively engaged in the fiduciary oversight, hiring and evaluating of the president, strategic direction setting and planning, priority-setting, and decision-making at the institutional level. The board maintains open lines of communication with the president, administration, and faculty and other stakeholders including students by holding regular meetings and committee meetings. By limiting its involvement to the institutional level and remaining clearly informed on the University's day-to-day activities and operations, the board preserves its ability to carry out its critical functions and to evaluate progress and make institutional level course corrections as needed.

This segregation of roles also allows space for respecting the boundaries of shared governance between the board, administration, and faculty in exercising their powers of delegation. At the same time, there is a shared commitment to partnership and collaboration among the bodies that creates a solid foundation for University governance.

The Board of Trustees has up to 21 members, three of whom are appointed by the United States Congress. There are also non-voting representatives from the faculty, staff, and student body.

The president and Executive Team are responsible for the day-to-day operations of the University. They work within and across divisions to accomplish strategic initiatives in The Gallaudet Promise and maintain the institution's overall strength and stability.

The University Faculty's role is engaging with students through teaching and research. The members of the faculty elect officers and senators who represent their leadership. The Faculty Senate has a committee structure via which the faculty carries out their responsibilities. The faculty have primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, and aspects of student life that relate to the educational process. They also have primary responsibility for faculty appointments, reappointments, decisions not to reappoint, promotions, granting of continuous tenure, and dismissal.

As such, the faculty has primary authority in decision-making on issues directly related to these areas:

- Research methodology
- Instructional and curricular strategy
- Subject matter to be taught or researched
- Policies for admitting students
- Standards of student competence within a discipline
- Maintenance of a suitable environment for learning
- Standards of faculty competence

Faculty responsibilities are codified in the *University Faculty Bylaws*. The *University Faculty Handbook* sets forth internal policies and procedures, notably those relating to employment, rank, appointment, reappointment, promotion, and granting of continuous tenure. Changes to the handbook are subject to the Board of Trustees' review and approval. The faculty chair has a non-voting seat on the Academic Excellence and Student Success Committee of the Board of Trustees.

Within the domain of developing faculty leadership, the Division of Academic Affairs recently restructured 16 academic programs and several other programs into five schools. These schools are led by directors elected by the faculty in their school and considered faculty members. The directors are bilingual; three are deaf, and three are people of color. The new structure is evolving, the directors are experienced and are developing a broad overview of different programs within their school.

The GSC consists of representatives from each division of the University, as well as two representatives from the Organization for Equity for Staff of Color. Their primary function is to represent staff needs and concerns to the administration. The GSC, while influential, does not have a formal shared governance channel. However, it has become increasingly involved in University affairs, serving as a firm advocate for staff in matters such as the transition back to work on campus, parental leave benefits, policy review, and training opportunities and outcomes. A GSC representative, usually its chair, has a non-voting seat on the Strategic Financial and Institutional Resources Committee of the Board of Trustees.

The SBG and the GSA represent their student constituents to the administration. Each has a non-voting seat on the Academic Excellence and Student Success Committee of the Board of Trustees.

In a shared governance system, faculty, professional staff, administrators, governing boards, and students participate in the development of policies and in decision-making that affects the institution. Gallaudet has embraced shared governance for many years. One excellent example of shared governance is the ad hoc FAB. Over the past several years, the participants have worked collaboratively to update the *Faculty Handbook*, explore faculty issues like tenure, promotion, recruitment, assessment, and other general governance issues.

In addition, Gallaudet's COVID response reflects many positive tenets of shared governance. In March 2020, a COVID-19 leadership team was formed. It included key leaders from the faculty and staff, including internal public health experts. The University Faculty Senate chair and other faculty leaders were involved in COVID-related decision-making   from the start of the pandemic. This facilitated the pivot to online teaching and learning, and later resulted in faculty support[648] and buy-in when the University returned to in-person instruction. The COVID team, which evolved throughout the pandemic, provided leadership and guidance to the Gallaudet community. Also, the president kept the Board of Trustees updated on federal guidance, key decisions, and community experiences.

At the same time, there were missed opportunities to employ shared governance. One example is the lack of faculty engagement in the process to adopt Workday. This seems to be related, in part, to having executive leaders who, while well-versed in other employment sectors, are new to higher education. In effect, they are still learning the importance and value of shared governance for key University actions and decisions, including operational transformation. Engaging all key stakeholders, especially the University faculty, furthers buy-in and support, and is an area for continued growth. Additional information can be found at Governance at Gallaudet.

Criterion 2. A legally constituted governing body that does the following
(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;
The Board of Trustees has ultimate accountability for Gallaudet University's overall well-being. Eighteen trustees are selected based on their knowledge, skills, and ability to contribute to effective governance. Three additional trustees are from Congress, bringing the total to 21. The size of the board, the varied backgrounds and experiences of the trustees, and strong practices such as being guided by the mission, vision and strategic plan and independently assessing the organization's impact serves the public interest. The board, like the rest of the University, is evolving. As the University's academic and administrative divisions were rethinking their organizational structures, the board concluded that it needed to transform as well, and provide strategic stewardship required during this time of transformation. The board's evolution in its committee structure and work, in progress since 2018, addresses some of the concerns with board effectiveness related to structure and demonstrates to the campus community the board's commitment to and involvement in the transformation of the University. One of the major outcomes[651] of this transformation is a new, streamlined board committee structure, which includes an Executive Committee and committees on Academic Excellence and Student Success; Audit and Compliance; Equity, Diversity, Inclusion and Anti-Racism; Finance and Investments; and Governance. The restructuring is resulting in greater integration and alignment of information for planning and strategizing to ensure the fiscal well-being of the institution.[652] Previously, these topics were separate board committees. The Academic Excellence and Student Success committee also has an ad hoc subcommittee, FAB, that provides strategic guidance for academic quality and planning. Further, the Equity, Diversity, Inclusion and Anti-Racism committee communicates regularly with the CDO to oversee university efforts and in support of its own learning and growth as a board.

(b) Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

A majority, now approaching a supermajority, of the Trustees are deaf or hard of hearing and the Board continues its commitment to racial and ethnic diversity and reflecting Gallaudet's global impact. One-third of the board members are BIPOC and the board now has three international members. Nine trustees are Gallaudet alumni; none of them are employees of the University or do business with the University.

The current trustees represent a broad spectrum of experience, with expertise in the fields of K-12 and higher education, both teaching and administration; law; corporate disability policy, federal government operations, and human resources management; nonprofit organization leadership; and fiscal management, accounting, and investing. The trustees also include one current and one retired higher education president, both of whom are intimately familiar with leadership, governance, administration, and the accreditation process.

Like other institutions, the summer of 2020, after George Floyd was murdered, the complexity of reckoning with history emerged on the Gallaudet campus involving our own students' current and historical experiences which reverberated throughout our community impacting many. Given the small, interconnected nature of our community this even directly impacted the Board of Trustees. Compared to the protests and unrest on the Gallaudet campus in 2006, the board effectively helped our community through this journey, making this one of Gallaudet's most effective managements of a visible social and political challenge to the community. The collective stewardship resulted in positive changes on the board, positive affirmation of our antiracism commitment as a community and resulted in immediate demonstrated action by President Cordano and Interim Provost Jeff Lewis investing in and establishing the first-ever Center for Black Deaf Studies, which was approved by the board immediately, with institutional funding commitment.

(c) Ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;

The Board of Trustees has delegated authority to the president for the day-to-day operations of Gallaudet University. It focuses on monitoring the University's progress and making decisions, as needed, to "course correct."

Board members' contact with faculty, staff, and the general public goes through a designated liaison, a staff member in the Office of the President. Several board committees have direct links to members of the Executive Team. For example, there is a formal relationship between the Finance and Operations Committee and the CFO. However, both the committees and the University officials with whom they interact are careful to address general policy issues and not delve into day-to-day operations.

The changes in committee structure of the Board of Trustees further demonstrates the board's focusing its efforts on strategic leadership by moving away from "mirroring" the operational structure of the organization and focusing more on strategic leadership that will advance Gallaudet's role and niche in bilingual education and addressing the Grand Challenges that are faced by deaf, hard of hearing, deafblind people together with signing people in the U.S. and globally where our educational niche is critical to supporting and advancing attention to these issues through teaching, research and civic engagement.

(d) Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management;

The Board of Trustees is involved in the University's accreditation process including two trustees who served on the workgroup that prepared this narrative for this Standard. The board approves all new degree programs, substantial changes to existing programs, and "sunsetting" or closing degree programs. In the spirit of shared governance, the board established FAB, and ad hoc subcommittee of the Academic Excellence and Student Success Committee. Over the past several years, all of this committee's participants have worked collaboratively to update the *University Faculty Handbook* and to explore faculty issues like tenure, promotion, recruitment, assessment, and other general governance issues connected to quality of teaching and learning. FAB makes recommendations to the AESS who then recommends to the full board for review and approval.

Through the Strategic Financial and Institutional Resources Committee, the board reviews and approves policies related to fiscal management including but not limited to investment strategy, endowment management, fundraising, and audit. Further, this committee also reviews and approves personnel and operational policies, codified via the *A&O Manual*. The formal process is that more in-depth discussion happens within the Strategic Financial and Institutional Resources Committee, and once the committee is satisfied with the quality and content of the policy, it will recommend review and approval by the full board.

Review and recommendation for board-specific policies and the Bylaws is typically led by the Governance Committee, which actively seeks input and engagement from the full board before recommending changes that are voted on by the full board.

Appropriate executive team members, such as the Provost, CFO, and COO, along with the General Counsel, provide support as requested by the board. On occasion, and as needed, the board has sought external, independent advice from expert consultants or independent legal counsel.

(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;
Gallaudet University's CFO serves as the board's treasurer and, as such, is appointed jointly by the administration and the board. This gives the board a direct avenue for monitoring fiscal management. The board has Strategic Financial and Institutional Resources, Investment, and Audit and Compliance committees, and works closely with the CFO, the executive director of institutional advancement, and other University officials. It also receives periodic reports from the University's external auditor.

(f) Appoints and regularly evaluates the performance of the Chief Executive Officer;
The Board of Trustees annually evaluates the President, who is the Chief Executive Officer of the University. In October 2013, the Board of Trustees adopted a policy for the evaluation of the Chief Executive Officer, entitled President's Performance Review Policy. Since its adoption, the Board of Trustees has evaluated the president annually, and the overview of this process is explained in the Overview of President's Performance Review Process.

(g) Is informed in all its operations by principles of good practice in board governance;
The Gallaudet University Board of Trustees has made a point of learning, assimilating, and adhering to principles of good practice in board governance. In addition to its own institutional history and knowledge, it is a member of the Association of Governing Boards (AGB). Board officers and members have a robust orientation, and many have received AGB training. The board has retained a variety of consultants, including from AGB, who have facilitated internal transformation to better serve the University.

(h) 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.
All Gallaudet University trustees must agree to a conflict of interest policy with respect to specific aspects of their work.

(i) Supports the chief executive officer in maintaining the autonomy of the institution;

According to the EDA, the Board of Trustees is authorized to:

(1) Make such rules, policies, regulations, and bylaws not inconsistent with the Constitution and laws of the United States, as may be necessary for the good government of Gallaudet University, for the management of the property and funds of such corporation (including the construction of buildings and other facilities), and for the admission, instruction, care, and discharge of students.

The board grants the president executive responsibility to carry out the necessary functions and tasks to support the University's daily operational needs and fiscal health and supports the autonomous operations of the University.

Gallaudet, as a federally funded institution, has a liaison assigned by the U.S. Secretary of Education to:

- Provide information to institutions regarding the Department's efforts directly affecting the operation of such programs by such institutions;
- Review research and other activities carried out by the University, National Technical Institute for the Deaf, and other federal or non-federal agencies, institutions, or organizations involved with the education or rehabilitation of individuals who are deaf or hard of hearing for the purpose of determining overlap and opportunities for coordination among such entities; and
- Provide such support and assistance as such institutions may request and the Secretary considers appropriate.

The Board of Trustees supports the president's interactions with the liaison and other federal officials to ensure Gallaudet operates autonomously within the requirements of the EDA.

Criterion 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;

The president, or chief executive officer, is appointed by and reports to the Board of Trustees. The performance of the chief executive officer is evaluated annually, and she provides a board report in every board meeting covering important and strategic issues. She is an *ex-officio* member of the Board and all its committees but does not chair the Board or any of its constituent committees.

(b) Has appropriate credentials and professional experience consistent with the mission of the organization;

Like her three immediate predecessors, President Cordano is deaf. This is consistent with the principle that the leadership of an institution – educational or otherwise – should be a member of the group that the institution serves. Gallaudet's mission is to educate deaf and hard of hearing students, just as, for example, Howard University educates Black students.

President Cordano has ties to the University in that both of her parents, one of her sisters, and her nephew are alumni. An attorney by training, she has substantial experience in law, higher education, K-12 bilingual education (founder of two bilingual charter schools), non-profit governance and management, healthcare administration and politics.

President Cordano works closely with the Board of Trustees and the highly qualified Executive Team she assembled to discharge the responsibilities of her position described more fully in Administration, immediately below.

(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;

The Board of Trustees grants the president executive responsibility to carry out the necessary functions and tasks to support Gallaudet University's daily operational needs and fiscal health. Delegation of executive responsibility is further outlined in the University's *A&O Manual*, which contains policies that are broadly applicable to all employees of the University. These policies, which are reviewed through the shared governance process, describe the standards and expectations of all employees and their conduct while carrying out their duties.

(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;

The president and the 12-member Executive Team are responsible for the day-to-day operations and strategic initiatives of all major campus functions and mission-driven activities. The president, along with executive leaders, established assessment procedures for numerous campus academic, operations, and finance procedures. Within operations and finance, these led to the redesign of the former Division of Administration and Finance into two separate divisions, Operations and Finance, and the creation of the OGC in 2019. She has accentuated goal setting and benchmarking at both strategic and operational levels and is working with Executive Team members to establish additional division-level metrics.

Criterion 4. An administration possessing or demonstrating:

(a) An organizational structure that is clearly documented and that clearly defines reporting relationships;

Gallaudet University is organized into divisions. The largest are Academic Affairs, Operations, and the Clerc Center. Smaller but no less important units include Student Affairs; Finance; DEDI; OGC; and units devoted to supporting the University's Bilingual Mission, communications, and undergraduate admissions. There has been great emphasis on "right-sizing" these divisions; some have grown markedly or added new and, oftentimes, innovative roles in support of the University's mission and The Gallaudet Promise. An organizational chart reflects reporting relationships which have evolved at all levels along with the evolution of the executive team.

(b) An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

The role and composition of President Cordano's Executive Team have evolved during her tenure. All team members bring relevant professional expertise in their area of responsibility, and most bring extensive experience as leaders within the University and/or the deaf community. They are responsible for all major functions of the University and areas central to Gallaudet's mission, including its Bilingual Mission and diversity, equity, and inclusion. As with any minority group, shared experience and connection to community members are central to effective leadership.

For example, the interim CDO, Dr. Elizabeth Moore, is a Black Deaf woman. A trained social worker with a doctorate in special education administration, she was a long-time faculty member in the University's Social Work program and served as graduate program director and program chair. Apart from her academic credentials, Dr. Moore has been involved in numerous advocacy and professional organizations within the deaf community, particularly the Black deaf community. This work gave her a solid grounding in addressing the very issues for which the office was created both internally and externally.

Another example was the creation of an Office of the OGC, mentioned in subsection d of Criterion 3 in this section. As a result, Gallaudet, for the first time, can provide bilingual and culturally competent access to legal advice concerning University matters. The attorneys in the office are deaf, and, combined, have over two decades of experience representing deaf people and deaf organizations in a variety of contexts.

(c) Members with credentials and professional experience consistent with the mission of the organization and their functional roles;

University administrators all demonstrate the credentials, skills, and professional experience necessary for their roles. They bring experience from higher education, corporate, and nonprofit sectors. As has been stated, the breadth of deaf leadership and the growing diverse perspectives that leaders bring come together to further Gallaudet's mission and pursuit of The Gallaudet Promise. Much has been invested in identifying and onboarding leaders and staff members who bring new skills and best practices from other domains of the workforce.[686] This was exemplified when Dominic Lacy was named one of the 2022 Top 100 COOs by *Alumni Spotlight*. Given the systemic barriers deaf individuals face in accessing professional and personal development opportunities, President Cordano has explicitly invested in learning opportunities for members of the executive team. Examples of support include consulting support, coaching, time and funds for an advanced degree, and engagement in professional associations with peers from other universities.

At the time this report is being prepared, the Executive Team has three interim C-suite positions: the interim provost, interim CDO, and interim CBO. The search for a permanent CBO is underway. A national provost search launched during AY 2022-2023, and the new Provost is expected to be announced in spring 2023. Once the CBO hiring process is complete and the provost search is nearing completion, the timeline for a national search process for the CDO will be defined. The timing is planned such that another C-Suite leader plus a faculty member can lead the search process and ensure sufficient stakeholder engagement. This also allows time for successful onboarding and introduction to the Gallaudet community. In line with its mission and values, Gallaudet has a vested interest in promoting and advancing deaf leaders and ASL-fluent leaders. It is important to support the growth of deaf administrators and faculty leaders because they can, in turn, serve as role models for others who may be interested in leadership positions in the future.

Due, in great part, to a lack of accessibility, opportunities for professional growth have tended to be more limited for members of the deaf community, resulting in a smaller pool of qualified candidates to consider for leadership positions. Recently, however, due to several factors, including an intentional commitment to invest resources as well as the use of technology, increased awareness, and improved quality of and access to education, those opportunities for growth have increased.

(d) Skills, time, assistance, technology, and information systems expertise required to perform their duties;

Since 2016, we have made significant investments to enhance skills, technology, and information systems to support the success of our administrators, faculty and students as described in this self-study. Deaf people are usually early adopters of technology, so our community has proven to be agile in adapting to changes, especially when technology is involved. ServiceNow continues to improve our responsiveness to that university administrators, staff and students have the skills, time, and support needed to fulfill their responsibilities. Strong technology and support are available through GTS. Transformation efforts are underway within the Operations Division and the HR Office to better align policies, practices, and procedures with the imperatives of the Gallaudet Promise. This will directly and indirectly support all administrators and staff as they perform their duties. Many heretofore manual processes are being automated; the University is working toward the adoption of Workday, a new enterprise management platform. Several institutional databases are being consolidated, enhanced, and more closely integrated.

Gallaudet has made an intentional commitment to invest in the professional growth of employees. A significant step has been the creation of a new career framework. The framework proactively identifies the critical knowledge, skills, and abilities that are necessary for members of our workforce to develop and position them for advancement in their given role or pathway.

(e) Regular engagement with faculty and students in advancing the institution's goals and objectives;

The president and Executive Team members meet on a regular basis with both formal and informal shared governance groups. The formally recognized groups include the Board of Trustees and the University Faculty. "informal" groups – those not explicitly codified as formal vehicles for input into decision-making – nonetheless hold considerable influence and weight.[696] They include the University Council, an information-sharing and advisory body with broad representation from the groups mentioned above, that has been a major conduit for engagement with students, staff, faculty, and alumni. It meets monthly, with each meeting focusing on a single theme. Other informal groups are GSC, FOCC, the Gallaudet chapter of the American Association of University Professors, OESOC, SBG, and GSA.

(f) Systematic procedures for evaluating administrative units and for using assessment data to enhance operations;

Gallaudet University's culture of assessment and use of data to drive decisions has become stronger during President Cordano's tenure. This is evident in many aspects of the University's operations. In the last five years, there have been internal and externally supported assessments of the University's academic offerings and infrastructure; its first-ever ASL-English bilingual framework; human resources; financial operations and budget development; equity, diversity, and inclusion; and most recently, the student experience. For example, data from the Gallaudet Operating and Capital Budget Process - Highlights Document (1).pdf offered a number of recommendations that helped shape our new budget process. Data from the HR Culture Analysis[705] reflected the community's priority of focusing on current talent development while reducing highly manual tasks which underscores the human resources transformation currently underway. In addition, as mentioned earlier, Gallaudet provides Congress and the USDE with the *ARA*, which is available to the public and addresses specific reporting requirements of the EDA based on data and information regarding the University's progress within the past fiscal year.

Criterion 5. Periodic assessment of the effectiveness of governance, leadership, and administration.

Policies in the *Administration and Operation (A&O) Manual* undergo periodic review and as needed. Updates to the *A&O Manual,* including significant revisions and adding/deleting policies as necessary, are scheduled to ensure an opportunity for input and feedback from key stakeholders, shared governance groups, and the President and executive team members, as well as the board, whenever applicable.

The *Faculty Handbook* undergoes regular review beginning with the Faculty Welfare Committee, which makes recommendations to the University Faculty. During this process, updates and amendments are addressed collaboratively between faculty, administration, and other stakeholders such as human resources and the legal team. Once the University Faculty approves the changes or amendments to the *Handbook*, they provide a report to the Board of Trustees for approval. Recent changes range from editorial (suggested by the Gallaudet legal team for clarity) and substantive, such as procedures for program closure.

The Board of Trustees assesses governance by how the University fulfills its mission and adheres to institutional values, its fiscal position, and academic quality. The Gallaudet Promise is reviewed annually via a process that includes meetings with each executive leader to review progress within their division. Updates are shared with the Board of Trustees, Executive Team, and community.

The president is evaluated annually by the Board of Trustees in accordance with its policy, which outlines the content, frequency, and scope of the evaluation. The president conducts extensive reviews of Executive Team members and direct reports annually. Each Executive Team member completes performance reviews of their direct reports that address progress toward division, unit, and individual goals.

Analysis and Recommendations

Strengths:
- The composition and experience of the president and senior administrators who are leading the University through its ongoing transformation.
- The Board of Trustees has evolved to better support the University's transformation. FAB meets on a regular basis and the relationship between the three shared governance groups is collaborative and effective.
- Committed investment in technology platforms like Workday, ServiceNow, Blackboard Ultra, and Navigate which can deliver real-time data, reporting and analysis needed to strengthen our operations and programs.

Challenges:
- While there has been progress in shared governance and strong relationships among leaders, management systems and skills need to improve to deepen faculty and staff communication and engagement.
- There is a need for systematic assessment of the impact of all the changes that have occurred as part of the University-wide transformation processes.
- Additional support mechanisms are needed for the growth and development of deaf administrators and leaders.

Recommendations:
- Continue to provide guidance and training for administrative leaders, faculty and the board on shared governance and, include in operations plans goals related to shared governance.
- Review and revise the *University Council Bylaws* and establish processes for maintaining meeting agendas, meeting documentation, and community communications.
- Create and maintain an assessment culture reflected in a systematic assessment plan to assess the progress and impact of transformational efforts throughout the University.

Conclusion

Gallaudet University: Transforming for the Future

Gallaudet University continues to explore and define what it means to be an equitable and inclusive community, and to share stories of our learning and evolution. As with other institutions of higher education, Gallaudet is reckoning with its past. The Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children and the founding of the Center for Black Deaf Studies (CBDS) are examples of our shift to tell the more complex narrative of our deaf communities. In collaboration with Native American alumni and students, we removed an injurious name from one of our buildings. We continue to explore and define what it means to be an equitable and inclusive community, and to share stories of our learning and evolution. We continue to strengthen our research infrastructure, recognizing that even as a relatively small University, our knowledge is unique and must be cultivated and shared with the broader world. In this regard, exciting research at Gallaudet includes the use of artificial intelligence and machine learning in the recognition of sign languages, and research that demonstrates how the brain recognizes language, regardless of whether it is spoken or visual.

Aligning with the imperatives from The Gallaudet Promise, we are honoring the bilingual core of our existence, co-creating equity and belonging by acknowledging the past and shifting our actions so they reflect our stated values, as well as innovating for the future with our multicultural, bilingual pedagogy and way of being. Through the Self-Study process, with the institution and community collectively engaged, our insights and learning provide guidance for our continued progress.

COVID-19
Response Report

COVID-19 Response Report

The COVID-19 pandemic had a significant impact on academic programs across the University. It forced faculty, students, and staff to teach, learn, and work remotely beginning March 16, 2020. Faculty shifted face-to-face classes to remote delivery with very short notice – a herculean team effort requiring campuswide support. All faculty, programs, and units continued to meet to ensure the students had the support they needed to succeed.

March 2020	Shift to fully remote classes
June 2020	COVID-19 specific policies developed related to academics, public safety, housing, etc.
November 2020	Influenza vaccination required
November 2020	COVID Health Crisis Protocol Policy submitted to D.C. Department of Health
March 2021	SHIELD T3 saliva testing on campus begins
June 2021	Face-to-face summer class sessions
April 2021	COVID vaccination required
August 2021	Return to primarily face-to-face classes
May 2022	Last week of class shifted to remote to preserve graduation
September 2022	Required weekly saliva testing ends, symptomatic and close contact testing required

Spring 2020

At the end of February 2020, when the COVID-19 outbreak became more than just a public health warning, the Crisis Leadership Team (CLT) met several times to discuss the potential impact of COVID-19 on the Gallaudet campus. The CLT, along with several members of the public health and biology program, began discussing how the campus would deal with COVID, the impact of closing the campus, how to evacuate the campus, if necessary, the impact on academic learning, and communications. On March 13, 2020, the Gallaudet's Executive Team decided to shift to fully remote learning for the remainder of the semester. All students were informed they would not be able to return to campus following spring break, and those who lived in the residence halls needed to move out of their rooms. Academic programs quickly worked during spring break to shift programs online and on zoom.

In response to the alarming rise of COVID cases and the impact it was having on University operations, Gallaudet established the Academic Continuity and Accessibility Task Force (ACATF) on March 13, 2020, to provide leadership and unified communications to the campus community on academic related information and policies. The ACATF was also tasked with maximizing academic quality assurance on pedagogy and ensuring accessibility to a high-quality education for the pandemic. ACATF provided the leadership necessary for the University to pivot from face-to-face classes to remote learning.

The CBO led the effort to train faculty on best practices for bilingual education, which was developed, produced, and created within the University. Likewise, a collaboration between the Ombuds, DEDI, and a psychology faculty member developed, produced, and created the training module for trauma-informed learning. The University's E-Learning team under GTS provided Learning Management System training and support before the pandemic and ramped up its efforts in response to it. Based on FOTT's recommendation, the administration required all faculty to adopt Blackboard Ultra for the fall 2020 semester. E-Learning was critical in making sure that faculty were trained and ready to pivot to remote learning.

The Provost's Office announced that all faculty would be eligible for compensation upon the completion of each training module. This also included Gallaudet staff who teach courses as adjuncts and previously were excluded from compensated training due to University policies.

One of the first decisions was that all courses for the spring 2020 semester would be converted to P (pass) or NG (no grade). COVID-19 severely disrupted students' lives and the teaching and learning experience. While some students continued to do well, others did not have an opportunity to excel due to inaccessibility to all the resources needed to succeed. Moreover, the bilingual aspect of our education model was severely reduced in the shift to a remote setting.

Gallaudet's COVID response reflects many positive tenets of shared governance. A COVID-19 leadership team was formed from the CLT. It included key leaders from the faculty and staff, including internal public health and infectious diseases experts. The University Faculty chair and other faculty leaders were involved in COVID-related decision making from the start of the pandemic. This greatly facilitated the pivot to online teaching and learning and resulted in faculty support and buy-in when the University returned to in-person instruction.

Summer 2020
In May 2020, the CUWMA and the D.C. Department of Health began meeting to discuss guidance for their respective campuses, such as contact tracing, return to campus, congregate housing guidelines, masking requirements, and COVID testing. The Department of Health instituted a requirement for all college campuses to develop a COVID safety plan addressing various requirement metrics. The University's Health Crisis Protocol Policy, which outlined our plan for an epidemic or pandemic, was approved by the Department of Health.

In June 2020, the University announced it would continue to operate in a fully remote learning environment for the fall 2020 semester and remained fully remote throughout AY 2020-2021. This decision was made after several discussions with the CUWMA and the Department of Health. In response to the rising number of cases and death rates, lack of vaccinations and treatments, all universities in the D.C., Maryland, and Virginia area made the decision to remain fully remote for the fall semester.

Contact Tracing

Contact tracing began in summer 2020 with three contact tracers who received training through the D.C. Department of Health and the Johns Hopkins COVID-19 Contact Tracing course. Positive results were relayed to the Contact Tracing Team (CTT). Many of those on campus were essential employees and students who lived on campus, which meant multiple modes of communication were critical. The CTT was fluent in ASL, spoken English, Spanish, and the Cantonese dialect of Chinese. During this time, the University implemented health assessments that all persons who came to campus were required to fill out daily – either on the Service Now app or completing a pencil/paper questionnaire. This allowed us to monitor any potential cases and have them quarantine while waiting for results. Positive cases were interviewed through video conferencing, and a timeline was developed that identified high-risk situations and close contacts. Close contacts were notified of their exposure and asked to quarantine. Spaces occupied during the potentially contagious period were closed off and cleaned by custodial services after several days. During the fall of 2020, the campus community was informed of positive COVID cases by email announcements.

Once the T3 PCR saliva test was implemented, positive results were provided through the campus technological dashboard. The team worked around the clock to provide quick support to positive individuals and to reduce the spread on campus. As the campus returned to in-person learning in the fall of 2021, six contact tracers were hired. These individuals were a mix of undergraduate students in public health, graduate students in international development, and staff from the athletic training office. All contact tracers were trained through the Johns Hopkins course and hands-on training. In the fall of 2022, two more contact tracers were hired to support the contact tracing team.

Vaccinations

In 2020 and 2021, Gallaudet required vaccination against COVID-19 and influenza. for all members of the University and Laurent Clerc Center communities working, living, or otherwise coming to campus, or obtain a flu vaccine waiver.

In December 2020, the first COVID vaccine was approved for emergency use authorization. The campus Student Health Service (SHS) worked closely with the D.C. Department of Health to become a vaccine administration site. Beginning in March 2021, the Department of Health provided small allotments of vaccinations. Gallaudet provided Pfizer and Moderna vaccinations on campus in an accessible way. Vaccinations went first to essential staff and on-campus residents, following the priority order established by the D.C. Vaccination Program.

Mandatory COVID vaccination began in the fall of 2021. Individuals could choose between the three FDA-approved vaccines: Pfizer, Moderna, and Johnson & Johnson. Upon receiving vaccines, faculty, staff, and students were required to upload their vaccination information on the SHS portal. Vaccines and boosters continue to be provided through SHS. The updated omicron bivalent vaccine will be available through SHS in the late fall of 2022.

Webinars, Training, Community Outreach

As mentioned earlier, webinars, training sessions, and community outreach programs were established. To maintain transparency with the community, the leadership team hosted many faculty, staff, and student town hall meetings for the campus community to ask questions and raise their concerns. COVID-19 training videos were created in ASL, spoken English, and spoken Spanish for all members of the Gallaudet campus. Town halls were also hosted for specific groups such as Residence Life, Athletics, and the Clerc Center. The University also focused on the greater deaf community by livestreaming webinars, hosting live sessions on Facebook, and addressing vaccine hesitancy within the BIPOC community. Five vaccine hesitancy panels (Black, Indigenous, Asian, Latinx, and religious communities) were hosted and led by members of the BIPOC community, creating spaces where individuals were allowed to share their experiences without judgment.

Campus Dashboard and Website

At the start of the pandemic, the University set up a COVID-19 Return to Campus Website to facilitate the flow of communication to the campus community. In December 2020, a dashboard was made publicly available and updated weekly with testing rates to provide enhanced information to the community to provide transparency and to help the community feel safer on campus. The dashboard showed several key metrics, such as the number of tests given, number of positive tests, the weekly positivity rate, the number recovered, and D.C. positivity rate. The dashboard also showed numbers of active cases, the number in quarantine, and the number of on-campus isolation rooms used. It also showed the percentage of those on campus who were vaccinated. These metrics were shown to retain transparency with the community and to allow individuals to assess their risks and modify their actions accordingly.

The COVID-19 Return to Campus Website was updated with guidance, such as visitor policy, testing and vaccination requirements, masking policy, cleaning/sanitization approaches, classroom safety, and dining services. Much of the content was translated into ASL and shared with the community. FAQ were frequently updated as we learned more about the virus. The website is monitored 24/7 and tracked to determine if interventions or changes are necessary. An email address, coronavirus@gallaudet.edu, was set up to receive questions and concerns.

SHIELD T3 Saliva Testing

In the summer of 2020, the CUWMA recognized the need for on-campus testing that was quick, accurate, and could handle large volumes. PCR tests at that time had a delay time of three to seven days, which hindered the ability for the return to campus. To combat this issue, the CUWMA met with several organizations to investigate the possibility of on-campus testing. One of the companies, SHIELD T3, developed a saliva-based test that could be self-administered with results under 24 hours. These saliva tests could also be administered without the assistance of nurses or healthcare supervisors. The SHIELD T3 team developed a software app called Safer Community that allowed a barcode to track samples and return results to the individuals and to the CTT.

In the fall of 2020, several universities in the CUWMA, including Gallaudet, agreed to a contract with SHIELD T3, which required it to build a mobile lab for the D.C. area. It was determined that Gallaudet would be the location for the lab since it had available space with access to electricity and water, as well as a closed campus for security. This feat was coordinated with SHIELD T3 and the COO and Operations team. Because saliva collection was primarily self-administered, testing was set up in the JSAC in a large open room. In a move to retain our front-line transportation staff, we quickly retrained them on using the app, scanning individuals into the system, and supporting individuals in downloading the Safer Community app for their first-time testing. ASL interpreters were available during testing hours to provide full accessibility. Individuals would check in at the front desk, where a QR code on the app was scanned and associated with a specific barcoded vial. Individuals then proceeded to a "spit station" with directions, sanitizer, and table wipes. In typically 12-24 hours, the individuals were notified of the results through the app, and 30 minutes later, the Gallaudet CTT received the results of positive cases.

Weekly testing was required of all individuals in the campus community to establish a baseline (see below). After holidays or breaks, testing was required two times a week to catch any positive cases before an outbreak could happen. In August 2021, when students returned to campus for face-to-face classes, the testing site moved to a larger, more isolated location in the James Lee Sorenson Language and Communication Center (SLCC). This move took place to allow student activities at JSAC, and to reduce concerns of individuals who tested positive interacting in high traffic areas and near the cafeteria. This move to SLCC also allowed an increase in testing stations, less wait time, and a space for individuals to pick up personal protective equipment (PPE). The testing was staffed by transportation staff and on-campus students, providing the latter with valuable learning experience.

Baseline/Surveillance Testing

Since August 2020, Gallaudet University has been conducting baseline COVID-19 testing intended to get a snapshot of infection among University students at the start of the fall semester. Baseline information has allowed the public health team to be prepared for any outbreaks, understand how the virus moves (symptomatic and asymptomatic), and allowed the campus to lift restrictions and reopen. This testing strategy was intentionally designed for students living on campus and was done in coordination with the University's Health Crisis Protocol Policy.

Daily Health Assessments and Access Control

Individuals on campus were required to do daily online health checks to allow the COVID team to monitor symptomatic individuals and catch cases early. Symptomatic individuals were contacted to evaluate their risk for COVID. Those demonstrating distinct COVID symptoms, such as loss of taste, fever, and respiratory symptoms, were asked to stay home and quarantine.

The GTS team was able to integrate ServiceNow with ShieldT3's partner ROKMETRO to control access to campus via a three-pronged approach: health assessments, surveillance testing, and vaccination status. Anyone under non-current student, staff, or faculty status was considered a visitor and was required to abide by the same three-pronged requirement before coming to campus and requesting a visitor's permit.

Resource Acquisition and Distribution

Supplies were identified by the Public Health and Safety (PHS) Team leadership with CDC and CUWMA members. Once specified, the team reached out to our various networks of third-party distributors. Early in the pandemic, when supplies were short, we relied heavily on our regular distributors, who would send us updates as to when shipments would arrive.

We packed PPE bags filled with sanitizer, wipes, masks, faceguards, and signage. We developed a centralized PPE storage facility with a distribution protocol for programs to be able to request supplies in bulk. Supplies ranged from hand sanitizer, thermometers, faceguards, masks, social distancing signage, sanitizing wipes, bonnets, Tyvek suits, gloves, and shoe covers.

Since COVID-19 was determined to be an airborne virus, many concerns were expressed by the community about the campus HVAC system. Therefore, an external HVAC company was brought in to perform an analysis of the system.

Mask Status

In August 2020, a mask policy was officially implemented. For essential staff who continued to work during the shutdown, the priority was to keep these individuals safe while on campus. Using CDC and D.C. Department of Health guidelines, the policy was drafted outlining masking expectations, mask type, and consequences of not adhering to the policy. During this time, Gallaudet led the way in testing various clear masks that were safe for the campus. As a signing community, facial expressions and lip reading are critical for language comprehension. The public health and safety team tested out several clear/transparent masks that reduced the barriers of surgical and cloth masks. Several thousand clear masks were ordered and distributed to the community. These masks were selected based on CDC guidelines.

In July 2021, Gallaudet adjusted the mask policy to develop a stoplight approach that is contingent upon the daily data of on-campus COVID vaccination rate and COVID-positive cases. The vaccination/waiver requirement led to a high vaccination rate. The mask requirement status was updated as data points changed, allowing for quick responses. The status is displayed with the following icons at the DPS kiosk on Florida Avenue and on MyGallaudet intranet site, and at various sites, both physical and online.

MASK POLICY STATUS

MASKS OPTIONAL

Indoors and Outdoors: masks optional for vaccinated people; encouraged for unvaccinated people

MASK POLICY STATUS

MASK UP INDOORS

Indoors: masks required for everyone
Outdoors: masks optional for vaccinated people; encouraged for unvaccinated

MASK POLICY STATUS

MASK UP

Indoors and Outdoors: masks required for everyone

MASK STATUS	CRITERIA ON-CAMPUS COVID CASES + VACCINATION RATE	MASK USAGE POLICY
GREEN: Masks Optional	Cases: 0 outbreaks and 0 positive cases and/or Vaccination Rate: 75% or greater	**Indoors** Fully vaccinated: optional Unvaccinated: strongly encouraged **Outdoors** Fully vaccinated: optional Unvaccinated: encouraged
YELLOW: Mask Up Indoors	Cases: 2 outbreaks and/or 4-5 positive cases and/or Vaccination Rate: 70% or greater	**Indoors** Fully vaccinated: required Unvaccinated: required **Outdoors** Fully vaccinated: optional Unvaccinated: encouraged
RED: Mask Up	Cases: 3+ outbreaks and/or 6+ positive cases and/or Vaccination Rate: less than 65%	**Indoors** Fully vaccinated: required Unvaccinated: required **Outdoors** Fully vaccinated: required Unvaccinated: required

DeafBlind COVID Considerations

Gallaudet University has deafblind students who require tactile and protactile interpreting and support services providers (SSP). This requires direct contact from less than six feet for prolonged periods of time. To support these students, Gallaudet worked on getting deafblind individuals, their interpreters, and SSPs early priority for vaccination. All individuals were given PPE like those used in healthcare settings, such as double masking or N95s, face shields, one-time use gowns, gloves, and cleaning supplies. All individuals were trained in approaches to reduce transmission, such as appropriate ways to put on and remove PPE. Practice class sessions were set up to capture any issues in interpreting or SSP services. Individuals have increased safety protocols due to the close, prolonged contact and increased testing requirements.

Residence Life and Housing

During the summer of 2020, many students were displaced and did not have a home or safe place to return to after the campus shut down. To address this issue, COVID Leadership and RL announced that students in need of emergency housing could apply to live on campus during the remote semester. RL and PHS worked together to review the applications, and students who were accepted were provided housing and asked to follow COVID safety rules.

All residence hall suites were single occupancy, and all students had a private bathroom. Rooms used for isolation or quarantine were in a different residence hall from where other students were living. All residence hall staff lived in single-occupancy suites or apartments. There were no shared bathrooms during the spring semester. Public bathrooms were either closed or cleaned in accordance with CDC guidelines. Floor lounges and lobbies were reconfigured to accommodate small groups of students, usually up to five, but if space allowed, up to 10 could socialize while adhering to physical distancing requirements. Any furniture not conducive to physical distancing, such as sofas, was placed in storage. There was a set schedule and procedure for students to move in and out of the residence halls to maintain physical distancing and allow for regular cleaning of equipment and high-traffic areas. The use of face coverings was required, and signage with health, safety, and hand-washing guidelines was posted. Stations with hand sanitizer were plentiful throughout all residence halls. During this time, food services were open for take-out.

Before returning to campus in the fall of 2021, students received information about campus living, maintaining their health and safety, and COVID-19 risk and prevention. Students then were asked to sign a pledge that acknowledged that they must do their part to keep the University and their fellow community members healthy and safe. This included adhering to health and safety requirements. Once students arrived, they participated in training that reviewed general COVID-19 information, ways to stay healthy, and strategies to keep their community safe.

Student Life

A cohort of approximately 30 students who served as peer health ambassadors completed an intensive online training program that included becoming a certified peer educator. The peer health ambassadors provided support and education virtually to students and other peer health ambassadors in the D.C, Maryland, and Virginia area. They also provided support and education to a small cohort of students who resided on campus.

When Gallaudet moved to hybrid and face-to-face models, the ambassadors oriented cohorts of returning students under the supervision of the PHS Team, or after receiving operational approval from the team. Furthermore, the ambassadors serve as leaders to further a culture that reflects a collective commitment to health and safety, as well as one that is equitable and free of racism.

RL staff and student health ambassadors, in collaboration with the PHS Team, meet with students regularly to discuss the campus and local landscape, and any related changes in health and safety practices, as well as to address questions emerging among students. Additional training will be added as needed. Health and safety reminders continue to be prevalent on campus via signage, social media, and residence hall information updates.

Academic Year 2022-2023
The COVID Team continues to meet weekly to assess the safety and health of the University. The COVID-19 BA.5 variant is available the University will add it to the inventory of vaccinations available. Masking indoors is encouraged, but optional. The University still maintains a stoplight to alert the community when masking requirements have changed. The COVID Team is also monitoring the Monkeypox outbreak and providing information and guidance to the community regarding the virus.

Gallaudet University's Global Response
To address the unique challenges posed to Gallaudet's international students during COVID-19, not only travel restrictions to the U.S. but continuing their education totally online, OIA's International Student and Scholar Services (ISSS) came up with solutions to keep international students informed and motivated to continue their studies. ISSS disseminated FAQ through email and video to assure international students that its foremost goal during the pandemic was to continue providing them the best possible service and support. Due to the very fluid situation institutions of higher learning faced due to COVID-19, OIA regularly updated its international partners about policies in place to safeguard the campus community, including the status of virtual versus in-person learning and corresponding changes in the University's fee structure to provide equitable charges for services provided during the pandemic. Likewise, in response to the need for public information in sign languages during COVID-19, the IDMA Program developed a public database featured on the University's coronavirus website, titled "World Signed Languages Resources on COVID-19, Advocacy, & Risk Reduction Information."

Thanks to a timely response and close collaboration among campus units, all of Gallaudet's study abroad students were quickly and safely evacuated at the beginning of the COVID-19 crisis. Realizing the value of a global education, Education Abroad pivoted its initiatives during the pandemic to emphasize virtual student experiences. By linking closely with online faculty training and curricular reform efforts, Education Abroad started a Virtual Exchange-Collaborative Online International Learning (VE-COIL), with online courses in partnership with institutions of higher learning in Japan, Argentina, Norway, and Italy during its first year.

Appendices

Appendix A

Self-Study Steering Committee Membership and Working Groups

MSCHE Self-Study Co-Chairs	• Dr. William T. Ennis, III, Associate Professor, School of Arts and Humanities and Chair, University Faculty • Dr. Kristin Mulrooney, Strategic Planning and Integration Manager, Strategic Planning • Dr. Caroline M. Kobek Pezzarossi, Director, Institutional Effectiveness & Certification
Accreditation Liaison Officer	• Dr. Caroline M. Kobek Pezzarossi, Director, Institutional Effectiveness & Certification
Standard	**Members and Role**
Standard I: Mission and Goals	• Dr. Jeffrey Lewis, Interim Provost (co-chair) • Lorenzo Lewis, Gallaudet Innovation and Entrepreneurship Institute Coordinator (co-chair) • Dr. Laurene Simms, Interim CBO • Glenn Lockhart, Director, Research Operations and Compliance, Office of Research • Dr. Joseph Murray, Professor/Program Director, Deaf Studies, Online Degree Completion Program, School of Arts and Humanities
Standard II: Ethics and Integrity	• Dr. Teresa Blankmeyer Burke, School Director, School of Arts and Humanities (co-chair) • Amanda Jackson, Manager, Financial Aid (co-chair) • Dr. Tugba Kucukkal, Associate Professor, School of Science, Technology, Accessibility, Mathematics, and Public Health • Dr. Barbara Stock, Associate Professor, School of Arts and Humanities • Jennie Sivak, Title IX Coordinator • Sharrell McCaskill, Director, Equal Opportunity Programs (EOP), DEDI • Michelle Reyes, Alumni

Self-Study Steering Committee Membership and Working Groups

Standard III: Design and Delivery of Student Learning Experience	• Dr. Jerri Lyn Dorminy, Director, Student Success (chair) • Dr. Shilpa Hanumantha Lacy, Associate Professor, School of Human Services and Sciences • Dr. Ryan Lepic, Assistant Professor, School of Language, Education, and Culture • Dr. Erin Moriarty Harrelson, Assistant Professor, School of Arts and Humanities
Standard IV: Support of Student Learning Experience	• Dean Travis Imel, Dean, Student Affairs (Chair) • Eyob Zerayesus, Associate Dean, Student Experience and Engagement, Student Affairs • Elvia Guillermo Aguilar, Intercultural Alliances Manager, Anti-racism, Inclusion, and Multiculturalism • Jarvis Grindstaff, International Student Success Coordinator, Office of International Affairs • Roberta Lynn Daniels, Assistant General Education Program Director, General Education • Michael Tota, Student Success Technical Specialist, Institutional Research & Effectiveness • Rue Winiarczyk, Director, International Operations, Office of International Affairs
Standard V: Educational Effectiveness Assessment	• Dr. Thangi Appanah, Professor, School of Language, Education, and Culture (co-chair) • Lisa Fisher, Instructional Design Manager (co-chair) • Dr. Paige Franklin, Assistant Dean, Undergraduate Curriculum, Policy, and Operations, Dean of the Faculty • Marina Dzougoutov, Professor, School of Civic Leadership, Business, and Social Change • Kai Gagnon, Curriculum Coordinator, Office of the Registrar • Dr. Oscar Ocuto, Assistant Professor, School of Language, Education, and Culture • Caroline Finklea Vizzuto, Senior Research Analyst, Institutional Research & Effectiveness

Self-Study Steering Committee Membership and Working Groups

Standard VI: Planning, Resources, and Institutional Improvement	• Dr. Kristin Mulrooney, Strategic Planning and Integration Manager, Strategic Planning (co-chair) • Shannon Augustine, Senior Project Manager, Gallaudet Technology Services (GTS) (co-chair) • Andrew Schewe, Director, Residence Life and Housing • James McCarthy, Manager, Archives, University Library
Standard VII: Governance, Leadership and Administration	• Dr. Susan Jacoby, Executive Director, Strategic Planning (co-chair/retired) • Robert Weinstock, Senior Public Relations Manager, University Communications (co-chair) • Dr. Caroline Solomon, School Director, School of Science, Technology, Accessibility, Mathematics, and Public Health • Jared Evans, Senior Information Security Manager, GTS • Faye Kuo, Deputy General Counsel, Legal Services • Dr. Gaurav Mathur, Associate Professor, School of Language, Education, and Culture • Dr. Phillip Kerstetter, Member, Gallaudet University Board of Trustees • Dr. Nicole Snell, Member, Board of Trustees
Evidence, *Requirements of Affiliation* and Compliance	• Amy Malm, Associate Dean, University Library and Archives • Michelle Tavss, Metadata and Catalog Librarian, University Library • Earl Parks, Executive Director, GTS • Rosanne Bangura, Senior Assessment Analyst • Dr. Lindsay Buchko, Director, Institutional Research • Dr. Caroline Kobek Pezzarossi, Director, Institutional Effectiveness and ALO

Appendix B

External Accrediting Bodies

American Psychological Association (APA)	Ph.D. in Clinical Psychology
American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation	M.S. in Speech Language Pathology and Au.D. in Audiology
Association of Collegiate Business Schools and Programs	B.S. in Business Administration B.S. in Accounting B.S. in Risk Management and Insurance
Council for the Accreditation of Educator Preparation	B.A. in Education M.A. in Education: Teacher Preparation
Council on Social Work Education	BSW Social Work MSW Social Work

Appendix C

Fiscal and human resources and physical/technical infrastructure

Revenue (in thousands of dollars)	FY 22 Budget	FY 22 Projection	FY 23 Budget
Net Tuition/Auxiliary - Student	$28,642	$27,986	$30,227
Federal Appropriations	$136,800	$139,381	$139,861
REAL Appropriation		$3,500	$6,500
COVID/HEERF-Related Revenue	$20,000	$17,675	$5,500
Grants & Contracts	$3,000	$3,500	$3,000
Contributions/Gifts	$5,000	$7,000	$7,000
Endowment/Interest Income	$8,750	$8,925	$8,760
Auxiliary - Non-Student/Other	$7,673	$5,500	$7,991
Other Revenue		$675	$600
Total Revenue	**$209,865**	**$214,142**	**$209,439**

Expenses (in thousands of dollars)	FY 22 Budget	FY 22 Projection	FY 23 Budget
Staffing Related Expenses	$133,500	$124,500	$122,542
Utilities, Depreciation, Bond	$26,500	$25,950	$26,715
REAL Expenses		$3,500	$6,500
Professional, Consultants, Auxiliary Contracts	$25,000	$31,850	$27,675
All Other Operating Expenses	$10,132	$10,356	$18,007
Strategic Fund Spending	$6,800	$6,800	$6,000
COVID-Related Spending	$10,000	$12,574	$2,000
Total Expenses	**$211,932**	**$215,530**	**$209,439**
Net Operating Income	**($2,067)**	**($1,388)**	**$0**
MSSD Dorm Expenses		$1,100	
Net Operating Income *(adjusted)*	**($2,067)**	**($2,488)**	**$0**
Operating Margin	*-0.98%*	*-0.65%*	*0.00%*

Appendix D

Gallaudet's President Cordano Dispels the Myths of Language Acquisition

DiMarco Uses Success to Show Deaf People Can Achieve Their Dreams

Through his tremendous success on the runway and participation in Dancing With the Stars, Nyle DiMarco follows in the footsteps of numerous Gallaudet University alumni who have shown that deaf people can achieve any dream. Admirably, he has seized this moment to advocate for full and equal early access to language for deaf and hard of hearing children through bilingual exposure to American Sign Language (ASL) and English. I wholly endorse his commitment to guaranteeing full access to language.

To parents and professionals, I want to share with you my position on this issue, which is a profoundly important one for Gallaudet and the nation. Research shows too many deaf and hard of hearing children are entering pre-kindergarten with delays as a result of language deprivation. We must focus on research-based approaches that do not create an either-or dichotomy between learning speech and learning *language*.

DISPELLING THE MYTHS

A small but vocal number of organizations and individuals persistently perpetuate the myth that ASL is not an essential component of language learning for deaf and hard of hearing children. They grossly misrepresent ASL as a "last-choice" option reserved for children who do not develop spoken English. This contributes to creating environments in which language deprivation persists. Research clearly shows this is preventable when we immerse the deaf infant in a language-rich environment that combines the strengths and benefits of *both* ASL and English.

Research over the past few decades, especially the past 10 years, confirms the importance of language acquisition through visual language and auditory means. Prominent neuroscientists who study early infant brain development have identified deaf children who lack adequate early language exposure as at great risk for later cognitive, learning, language, and reading challenges.

Technology often is promoted as *the* solution, but decades of research show it is only one small part. The myth persists that cochlear implants and hearing aids make a deaf child "hearing." These devices are not ears, but tools to facilitate sound perception and speech discrimination. They require months and years of intervention, intensive drilling and training, often ;at the expense of learning actual language. This lengthy road can also contribute to the child missing opportunities for full, normal exposure to the patterns of language and to achieve milestones vital for healthy language and reading success.

RESEARCH SUPPORTS VISUAL LANGUAGE

There is now a critical mass of basic science discoveries about the biological foundations of human language, reading, and bilingualism. Gallaudet University's world-class National Science Foundation Science of Learning Center, Visual Language and Visual Learning (VL2), which contains the Brain and Language Laboratory for Neuroimaging, both under the direction of distinguished neuroscientist Dr. Laura-Ann Petitto, comprises a large national and international network of cognitive neuroscience and behavioral science researchers. Dr. Petitto and this network have produced an extensive body of scientific research on the benefits of early exposure to visual language.

These discoveries include:

- Speech is not privileged in the human brain, but is biologically equivalent to sign language. ASL is processed in the same areas of the brain as spoken English; these key brain areas are not specialized exclusively for sound, but are specialized in processing the patterns on which language is built.

- Early exposure to visual language confers significant visual processing advantages and maintains the infant brain's sensitivity to the language patterns it must experience within the required developmental timeframes.

- This exposure does not harm young deaf children or delay spoken language development, but keeps their brains' language tissue and systems 'alive' and propels the acquisition of spoken English.

- Early exposure to ASL supports strong English speech skills and better vocabulary and reading skills compared to hearing peers learning only English.

- These deaf children have the identical benefits found in children who are bilingual in other languages, including more robust use of the language areas of the brain, enhanced social and interpersonal understanding, and stronger language analysis, reading, and reasoning skills.

- Parents of young deaf children who are learning sign language do not need to achieve immediate and full fluency during this timeframe for their children to benefit from early exposure to ASL.

- One of the most damaging misconceptions is that the timing of developmental milestones in spoken and signed languages is different, so it is acceptable to delay the child's opportunity to learn language (ASL). In hundreds of studies over the past 50 years, Dr. Petitto and other researchers have conclusively refuted this myth. Studies show young deaf children exposed to signed languages achieve every milestone on the exact same timetable as young hearing children exposed to spoken languages. The signed and spoken language timing "windows" are identical.

A wealth of science discoveries show that early exposure to both ASL and English is beneficial for *all* children. For the young brain, early sign language exposure is as biologically imperative as early spoken language exposure. Language must be made accessible to a deaf child to avoid lifelong consequences for brain development, learning, and higher cognition. The more we engage the deaf child in language-rich ASL/English experiences, the stronger the child's brain and language skills become.

It is unethical to perpetuate the myth that the critical period, or "window," for ASL language acquisition is different from that for spoken English. It is also not scientifically sound to advocate for an exclusionary bias toward speech or that spoken language is the only key to future success.

IMPLEMENTING BEST PRACTICES

These misconceptions are incredibly damaging to families who seek accurate information about their options. They also contribute to a system in which families do not have equal access to services that support both ASL and English language acquisition. Information about the benefits of visual learning and bilingualism is frequently withheld from families of children identified through early hearing loss detection and intervention programs. Medical professionals often immediately advise families not to use sign language but to focus only on learning how to *talk* at the expense of learning *language*.

This must change. In order for parents to have true options, they must have equal access to ASL and English language services. Antiquated views persist in the healthcare industry, which has justified cochlear implant treatment strategies around the belief that spoken English alone is the key to future success for deaf children. In light of research showing that bilingual learning confers significant language, reading, learning, social, and cognitive benefits, medical professionals and health insurers must require and support ASL and English intervention as part of cochlear implant treatment.

THE FUTURE IS HERE

We are at a new juncture in history, in which the critical mass of scientific discoveries allows us to state conclusively that there is no need to choose between languages – it is better to choose *both* languages. We now know that the need for ASL has not decreased, but is greater and more urgent than ever in order for deaf children to gain all possible biological, cognitive, and language advantages. Offering a deaf child *both* ASL and English, spoken and written, is the greatest gift anyone can give to that child, to the child's family, and to our world.

I look forward to more opportunities to educate the public about language acquisition in all children, particularly deaf and hard of hearing children, using proven, peer-reviewed and published scientific research and data. I am fully committed to Gallaudet's bilingual approach and its benefits for the numerous students and families we welcome who don't sign, or are new signers. They thrive through our programs tailored to provide immersive ASL experiences.

We see the products of language-rich environments before us in numerous successful Gallaudet alumni, including Nyle DiMarco, a brilliant, beautiful, and articulate young man. I am so proud of how he is representing his alma mater, Gallaudet University, and supporting a vision for the best future for all children in this country.

[1]e.g., Corina and Knapp, 2006; Corina, Hafer, and Welch, 2014; Corina, Lawyer, Hauser, and Hirshorn, 2013; Emmorey and Petrich, 2012; Emmorey, McCullough, and Weisberg, 2015; Emmorey, Xu, and Braun, 2011; Emmorey, Weisberg, McCullough, and Petrich, 2013; Kovelman, Shalinsky, Berens, and Petitto, 2014; Kovelman, Shalinsky, White, Schmitt, Berens, Paymer, and Petitto, 2009; Penhune, Cismaru, Dorsaint-Pierre, Petitto, and Zatorre, 2003; Petitto, Zatorre, Gauna, Nikelski, Dostie, and Evans, 2000.

[2]e.g., Dye and Bavelier, 2010; Bavelier, Dye, and Hauser, 2006; Bavelier, Tomann, Hutton, Mitchell, Corina, Liu, and Neville, 2000; Belanger, Mayberry, and Rayner, 2013; Dye and Hauser, 2014; Hauser, Cohen, Dye, and Bavelier, 2007; Conference presentation Lieberman, Hatrak, and Mayberry, 2011; Mayberry and Lock, 2003; Mayberry, Bosworth, Hwang, and Corina, 2013; Morford and Carlson, 2011; Petitto, 2009; Petitto and Marentette, 1991; Petitto, Holowka, Sergio, Levy, and Ostry, 2001; 2004; Conference presentation Petitto, Langdon, and Stone, 2015; book chapter, Petitto, 2000; VL2 published Research Brief No. 7: Baker, S., 2011, "Advantages of Early Visual Language."

[3]e.g., Allen, 2015; Conference presentation: Allen and Morere, 2016; Allen, Letteri, Choi, and Dang, 2014; Holowka, Brosseau-Lapr, and Petitto, 2002; Mayberry and Lock, 2003; Petitto and Holowka, 2002; Petitto, Katerelos, Levy, Gauna, Tétrault, and Ferraro, 2001. Regarding all children's bilingual brains: Petitto, Berens, Kovelman, Dubins, Jasińska, and Shalinksy, 2012.

[4](And, for all young bilingual children, early language exposure supports strong English skills and better vocabulary and reading skills compared to hearing peers learning only English.)

e.g., ASL-English Bilingual Children: Allen, 2015; Conference presentation Allen and Morere, 2016; Allen and Morere, 2012; Allen, Letteri, Choi, and Dang, 2014; Mayberry, Giudice, and Lieberman, 2011; Conference presentation McQuarrie and Enns, 2015; McQuarrie and Abbott, 2013; McQuarrie and Parrilla, 2014; Conference presentation Petitto, Langdon, and Stone, 2015; Petitto and Kovelman, 2003; Stone, Kartheiser, Hauser, Petitto, and Allen, 2015; VL2 published Research Brief No. 7: Baker, S., 2011, "Advantages of Early Visual Language."

ASL-English Bilingual Adults: Morford, Kroll, Pinar, and Wilkinson, 2014; Morford, Wilkinson, Villock, Pinar, and Kroll, 2011; Traxler Corina, Morford, Hafer, and Hoversten, 2013; Kovelman, Shalinsky, Berens, and Petitto, 2014; Kovelman, Shalinsky, White, Schmitt, Berens, Paymer, and Petitto, 2009.

Spoken Language+Spoken Language Bilingual Children: Jasinska and Petitto, 2013, 2014; Kovelman, Salah-Ud-Din, Berens, and Petitto, 2015; Kovelman, Baker, and Petitto, 2008; Kovelman, Berens, and Petitto, 2013.

Spoken Language+Spoken Language Bilingual Adults: Kovelman, Baker, and Petitto, 2008b; Kovelman, Shalinsky, Berens, and Petitto, 2008.

[5]*e.g. Allen, 2015; Allen and Morere, 2012; Allen, Letteri, Choi, and Dang, 2014; Freel, Clark, Anderson, Gilbert, Musyoka, and Hauser, 2011; Hauser, Lukomski, and Samar, 2013; Holowka, Brosseau-Lapre, and Petitto, 2002; Conference presentation Lieberman, Hatrak, and Mayberry, 2011; McQuarrie and Abbott, 2013; Morford and Carlson, 2011; Petitto, Katerelos, Levy, Gauna, Trault, and Ferraro, 2001; Petitto and Holowka, 2002; Pinar, Dussias, and Morford, 2011; Williams, Darcy, and Newman, 2015.*

[6]*e.g., Allen, 2015; Allen and Morere, 2012; Allen, Letteri, Choi, and Dang, 2014.*

[7]*Holowka, Brosseau-Lapré, and Petitto, 2002; Petitto and Holowka, 2002; Petitto and Kovelman, 2003; Petitto and Marentette, 1991; Petitto, 2009; and 1987; Petitto, Holowka, Sergio, Levy, and Ostry, 2001; 2004; Petitto, Katerelos, Levy, Gauna, Tétrault, and Ferraro, 2001; Allen, 2015; Allen, Letteri, Choi, and Dang, 2014.*