



**TOURO COLLEGE &
UNIVERSITY SYSTEM**

Touro Scholar

Yearbooks and Newsletters

3-2004

Inside Touro Vol. 1 No. 1

Touro College Office of Communication and College Affairs

Follow this and additional works at: https://touroscholar.touro.edu/archives_books



Part of the [Higher Education Commons](#)

Recommended Citation

Touro College Office of Communication and College Affairs. (2004). Inside Touro Vol. 1 No. 1. Retrieved from https://touroscholar.touro.edu/archives_books/93

This Book is brought to you for free and open access by Touro Scholar. It has been accepted for inclusion in Yearbooks and Newsletters by an authorized administrator of Touro Scholar. For more information, please contact touro.scholar@touro.edu.

REGIONAL ACCREDITATION TEAM HERE MARCH 21-24

The major comprehensive institutional self-study of Touro College launched in February 2002 is culminating in a reaccreditation visit by the Middle States Commission on Higher Education, (MSC), March 21-24. A team of ten educational specialists, and representatives of regional and state agencies, will meet with President Bernard Lander, the Board of Trustees, faculty,

staff and students to evaluate and determine the college's compliance with standards for accreditation and adherence to MSC's *Characteristics of Excellence*.

STEERING COMMITTEE COMPLETES SELF-STUDY

The team is headed by Sr. Mary Reap, Ph.D., President of Marywood University in Pennsylvania.

Continued on Page 3

Touro

Vol. 1 No. 1

THE TOURO COLLEGE NEWSLETTER

March 2004 / אדר תשס"ד

WORDS OF HILLEL CONTINUE TO ENERGIZE OUR MISSION

By Dr. Bernard Lander

Over the past two years, all of us at Touro have been engaged in an intensive and reflective effort to complete the institutional self-study required prior to the visit by the team of the Middle States Association. I take this opportunity to thank all those involved in that process, from the Chair of the Steering Committee, Vice President Robert Goldschmidt, to its members and to all the faculty, administration and students who participated in myriad ways. The product of our

PRESIDENT'S PERSPECTIVE

collective effort is a truly remarkable achievement – comprehensive, analytic and forthright in addressing the strengths and achievements of our college and identifying areas to be strengthened.

We take great pride in the work of so many of our colleagues, and of our Board of Trustees, in contemplating and refining a mission statement that leads us and guides us to meet the challenges of the next decades. The 2000 year-old words of Hillel, one of the pre-eminent Jewish sages of all time, ring as true today as they did when he uttered them; – “If we are not for ourselves, who will be; if we are concerned only with ourselves, what are we?” This message has shaped the core values of Touro College from its inception and continues to energize our mission as we move forward Jewish tradition teaches us to sustain this duality of particular and universal, which are our fundamental obligations and responsibilities as individuals and as institutions. This inherent dualism



President Bernard Lander (right) with German Interior Minister Otto Schily at official opening ceremony of Touro's new campus in Berlin. Behind them is Dr. Herwig Haase, founding dean of Touro College Berlin.

Continued on Page 2



Judge Judith S. Kaye

TOURO TO AWARD DOCTOR OF LAWS TO CHIEF JUDGE

Judge Judith S. Kaye, Chief Justice of the State of New York, will deliver the commencement address at the graduation ceremonies of the Fuchsberg Law Center, May 30, at City Center in Manhattan.

President Lander will award her the doctorate of laws, *honoris causa*, for exemplary service.

The first woman to serve on the Court of Appeals, New York's highest court, Judge Kaye is co-chair of the Permanent Judicial Commission on Justice for Children.

I	N	S	I	D	E
LAW CENTER HONORS					
SUPREME JUSTICE O'CONNOR					2
WOMEN'S DIVISION MARKS 30TH YEAR					7
OUR MISSION					8

TOURO LAW CENTER HONORS JUSTICE SANDRA O'CONNOR

US Supreme Court Justice Sandra Day O'Connor received the legal field's major literary award in a special ceremony at Touro Law Center, on March 10.

Addressing a standing-room-only audience, she was honored with the 15th Annual Bruce K. Gould Award at the Huntington campus for her new book, *The Majesty of the Law: reflections of a Supreme Court Justice*. Relating her life growing up on the Lazy B ranch in rural Arizona, she said, "Essentially, I'm a cowgirl at heart."

President Bernard Lander thanked the Justice for spending the day at the law school, and also talked about her upbringing and philosophy. "Sandra Day O'Connor is a pragmatist, and pragmatism is a uniquely American philosophy, something she surely learned growing up and still practices today."

O'Connor, who had also met with scores of students and signed dozens of books earlier in the day, said she was having a great time on campus. "I'm very impressed with the students, faculty and Dr. Lander's wonderful comments," she said.



Benefactor Bruce K. Gould (left), President Bernard Lander, Justice Sandra Day O'Connor and Dean Howard Glickstein, at the Touro Law Center.

WORDS OF HILLEL CONTINUE TO SHAPE OUR MISSION

Continued from Page 1

requires us to focus equally on our own Jewish community and simultaneously on the larger community and nation in which we dwell. These two aspects of our core mission – strengthening Jewish life and perpetuating Judaic tradition throughout the world, as well as building a better society for all through enhanced educational opportunities – are reflected in our recent growth and in the five-year plan submitted to the Middle States Association for its consideration.

Our new campus in Berlin exemplifies both components of our mission. On the one hand, it provides an opportunity for young men and women in the fastest-growing Jewish community in Europe to connect with their heritage through college-level courses in Judaic studies, Jewish history, and the Hebrew language. This opportunity is made more meaningful in that it is located in the center of Berlin, the capital of that "evil empire" that sought the destruction of the Jewish people only two generations ago, and is housed in a building once confiscated from its Jewish

owners and could not be returned because the entire family was annihilated. At the same time, Touro's new Berlin campus is a dynamic addition to the higher education system of the total German community.

The imminent opening of our new School of Osteopathic Medicine in Nevada likewise reflects both aspects of our core mission. The Las Vegas area is the fastest-growing population center in the United States, as well as the fastest-growing Jewish community. Like its highly successful parent institution in California, our new Nevada school will emphasize primary care and community-oriented medical practice, grounded in Touro's commitment to education as a tool for achieving both personal growth and community empowerment.

Last fall, ground was broken for the new home of the Jacob E. Fuchsberg Law Center in Central Islip, situated within the complex that houses the federal and state courthouses in Suffolk County. When it is completed, the Law Center will be positioned to provide unique opportunities for engagement and cross-fertilization with the judicial system that will benefit our students and faculty and, of course, the wider community.

Among the other highlights of our proposed five-year plan is the construction of a new state-of-the-art facility to house our growing liberal arts college for women in Manhattan, on the vibrant upper West Side.

A number of exciting new academic programs and degrees have been launched or are on the drawing board. Our highly successful master's program in speech has just received certification from the ASHA, and our practical and accessible graduate programs in education and psychology play a significant role in changing the face of elementary and secondary education. Touro has also received New York State approval to offer a Doctor of Physical Therapy degree, and is awaiting approval of our first Master of Business Administration program.

Touro College is moving forward on our plans to achieve university status in New York State by creating doctoral programs in New York in Jewish history, education and psychology. The decision to focus on these specific disciplines is yet another reflection of Touro's dual mission and the commitment to education as a conduit for social change.

Touro College is not a static institution. It continues to thrive on change, meeting the challenges presented by new populations, new opportunities and new needs.



N.Y. City Councilman Simcha Felder, LAS '80 (left) visiting victims of terror at Jerusalem's Hadassah Hospital, with N.Y.C. Mayor Michael Bloomberg (center).

STEERING COMMITTEE COMPLETES SELF-STUDY FOR

MIDDLE STATES REVIEW

TEAM VISITS HERE MARCH 21-24

Continued from Page 3

As a result of the growth of Touro's California operations, the Commission on Higher Education requested, in Nov. 2000, that the college commence a self-study in preparation for a team visit this Spring in lieu of a Periodic Review Report.

In Dec. 2001, President Lander appointed Dean Robert Goldschmidt chair of the steering committee, with responsibility for directing the preparation of the institution's self-study. An 18 member steering committee, representing the various constituencies of the college, was formed and 12 task forces, involving approximately 180 individuals, were created. This is the third time Dean Goldschmidt is serving in this capacity.

Phase One of the self-study produced the *Self-Study Design* in Sept. 2002. As a result of the Commission's decision in April 2003 to conduct early visits to Touro's California operations, the self-study design had to be modified and the college produced separate self-studies for its California branches.

Phase Two began in October, when the task forces began their intensive work, focusing first on data gathering on the operations in New York, and branch campuses in Israel, Germany and Russia. In late Spring 2003, the Steering Committee started reviewing first-draft chapters. During the summer, the Steering Committee organized itself into five work-groups, each of which reviewed and critiqued selected revised chapters.

In October 2003, the self-study entered its third phase, with the task forces preparing their final drafts. Elements of the self-study were discussed at several faculty meetings during the 2002-03 academic year, and in November, the draft chapters were post-



Dean Robert Goldschmidt (left) Chair of the Steering Committee; Dr. Robin Dasher-Alston, Executive Associate Director, Middle States Commission on Higher Education; and Ralph Wolff, Executive Director of the Western Association of Schools and Colleges, at the March 9-10 evaluation review of Touro University International in Cypress, CA, a branch of Touro College.

ed on the college's website. The document and its recommendations were then discussed at two Faculty Assemblies in December.

The final draft chapters were edited in December and January by the chairperson and executive committee. The Steering Committee met 25 times since its inception.

The Self-Study is published in two parts: The main 274 page volume includes the narrative report; the supplement contains protocols that support the findings and recommendations of the study.

"At the end of this intensive process of self-review and self-examination," Dean Goldschmidt said, "we concur with the statement of the Commission on Higher Education that 'self-study is the most important and valuable aspect of the accrediting process, and the benefits it brings to an institution are proportional to the incisiveness of its inquiry.'"

"Ours is a data-driven, analytical and candid report that should help Touro College face its future challenges, using its findings as a springboard for further improving the institution, its programs and its services."



President Mary Reap

ACCREDITATION TEAM ROSTER

Chairing the team is Sr. Mary Reap, Ph.D., President, Marywood University; Members include: Donald Aungst, BA, Vice President for Resource Management and Treasurer, Capital University; Steven Bell, Ed.D., Director of Library, Philadelphia University; Paul Brazina, MBA, Assistant Professor, Accounting, La Salle University; Theodore Chamberlain, Ph.D., Vice President for Student Development, Eastern University; Phyllis Frakt, Ph.D., Vice President for Academic Affairs and Provost, Rider University; Paul Gray, Ph.D., Dean of Academic Computing Services & University Librarian, Azusa Pacific University; Pedro Lecca, MSW, Ph.D., Dean and Professor, College of Pharmacy, Nursing, and Allied Health Sciences, Howard University; Jacob Meskin, Ph.D., Assistant Professor of Jewish Education, Shoolman Graduate School of Jewish Education, Hebrew College; and Gale Tenen Spak, Ph.D., Associate Vice President for Continuing and Distance Education, New Jersey Institute of Technology. Professional consultants are: Robin Dasher-Alston, Ph.D., Executive Associate Director, Middle States Commission on Higher Education; Ralph Wolff, JD, Executive Director, Western Association of Secondary Schools and Colleges (WASC); Jackie Kane, Ph.D., and Robert McHugh, Ph.D., New York State Department of Education.

Inside TOURO

The Touro College Newsletter
is published by the
Office of Resource Development

Alan A. Mond
Vice President

and produced by the
Office of Communication
and College Affairs
Jerome L. Miller
Dean

Send news and feature items
to Dean Miller at the main
campus in Manhattan.

TOURO COLLEGE SELF-S

MISSION AND GOALS

- Form a Standing Committee on Mission and Goals. This committee should have representation on the Strategic Planning Committee to ensure that the college's mission and goals are reflected in the development of new programs.
- Modify the 1997 mission and goals statements to include a set of well-delineated objectives, addressing emerging issues and new technologies and articulating core values and precise objectives.
- Improve publicizing the mission internally and externally in order to foster better support and understanding of the college's mission internally and externally; the dean of communication and college affairs and his staff should develop a sophisticated image campaign to engender greater awareness of specific aspects of the mission pertaining to individual schools and regularly publish a college newsletter or magazine to create unity of purpose among all of the college constituencies.

INSTITUTIONAL INTEGRITY AND COMMUNICATION

- Conduct periodic surveys to measure faculty and staff perspectives on equity, fairness, and freedom of expression.
- Institute a process for centralized review and prior approval of all postings to the college's website.
- Tighten the college's timeline for the production of catalogs.
- Publish an all-college monthly newsletter transmitting official news, developments, and a calendar of events.
- Establish a publications board to set and implement standards and policies for media advertising and internal publications, together with an office of publications to coordinate, edit, and publish all official college publications including catalogs.
- Introduce an all-college magazine, serving all constituencies, to be published bi-annually.

PLANNING, INSTITUTIONAL CHANGE AND RENEWAL

- Fill the position of vice president of planning, vacant for a number of years, as soon as possible (Implemented in August, 2003).
- Organize a Council for Strategic Planning (CSP), chaired by the vice president for planning and assessment, with representatives from every school of the college, and comprising faculty, administrators, a trustee, and an alumnus. As its first task, the CSP should be charged with updating and revising the 2001-2006 *Strategic Plan*, taking into account the recently-submitted conceptual five-year plan and the institutional imperatives to improve and consolidate existing campuses and programs.
- Create Planning Committees in each school of the college.
- Require a standard format for planning documents including a S.W.O.T. (Strengths, Weakness, Opportunities and Threats) analysis; a statement of goals and objectives, with rationale, timetables, budgets, and assignment of responsibilities; and a description of methods to be used for assessing the achievement of goals.
- Review and modify plans annually, utilizing quality assurance standards to improve existing programs.
- Emphasize graduate programs in order to attract distinguished faculty members with joint graduate and undergraduate responsibilities, enhancing the reputation of the college.

- Explore fully the potential for joint bachelor's/master's degree programs and preferential admissions to its professional schools, in order to provide new opportunities for undergraduate students.
- Extend the distance-learning format to the Jewish studies program, providing access to quality courses to smaller Jewish communities throughout the world.

FINANCIAL RESOURCES AND INSTITUTIONAL ADVANCEMENT

- Coordinate and update the fiscal five-year plan in conjunction with the development of the Strategic Plan.
- Set budget allocation deadline of July 1, the start of the new fiscal year.
- Provide meaningful feedback to supervisors some time between budget submission and budget allocation.
- Send monthly budget reports containing expenditures and balances to date to each supervisor. Consider making part of the JDE system accessible to a broader range of individuals to enhance their ability to monitor and review their activity.
- Review the purchasing process, including the approval matrix and the threshold for items requiring a purchase order. The review committee should adopt guidelines to ensure that budget holders are permitted to spend amounts within their budget.
- Create a formal development plan and launch a college-wide endowment campaign focusing on a) program enhancement, b) naming opportunities for the various schools, faculty chairs and institutes, and c) fellowships and scholarships. The plan should include a planned-giving program to promote endowment growth.
- Initiate a program by the Office of Resource Development for soliciting government research grants and private grants, to diversify the institution's resource stream.

ADMINISTRATION AND GOVERNANCE

- Evaluate the effectiveness of the current organizational structure whereby the provost of the TUI branch in California serves as the chief academic officer for Touro College. The oversight of the deans of graduate and professional programs needs to be formally delineated and routinized.
- Develop and implement a system of institutional assessment to evaluate periodically the effectiveness of Touro's administrative and governance structures. As a first step, administrative leaders should be asked to prepare an annual report; a more ambitious suggestion is to encourage senior leaders to follow Peter Seldin's model in preparing administrative portfolios periodically.
- Review structure and functions of the Faculty Senate, define its roles more clearly, and take steps to make it an effective governance body. The open seats in the senate should be filled by Fall 2004.
- Give the faculty a stronger voice in college governance through representation on the President's Cabinet, the budget committee, and the computer committee. Representatives would be drawn from a revitalized and active senate.
- Publish the institution's organizational charts in the Employee Handbook for Administrative Personnel as well as in the Faculty Handbook, to be distributed annually.

STUDY RECOMMENDATIONS

TECHNOLOGY, LIBRARIES AND FACILITIES

- Review the performance of the Office of Information Technology, using such standard tools as a customer satisfaction survey. Implement assessment program with outside evaluators.
- Install computers in all faculty offices. Additional hardware and software for instruction must be acquired.
- Purchase more large-screen projectors, including ceiling mounted audio/visual multimedia systems. Technology steering committees need to be formed in all departments.
- Provide more intensive training for faculty and for laboratory technicians.
- Improve the physical facilities of some laboratory facilities. The climate control and ventilation system in the laboratory at the Flatbush campus needs repair.
- Conduct a survey of customer satisfaction, targeting both students and faculty, to assess both quality of service and appropriateness of the current services and facilities of the libraries.
- Expand and standardize 300 volume collections at instructional sites. Develop collections for proposed new graduate programs. More public access PCs should be added to improve reference sources.
- Hire a part-time technical and electronic services librarian. Fill positions for a public service librarian and an information literacy librarian.
- Install security systems at the Flatbush Branch campus. Improve physical access to facilities at Forest Hills and Sunset Park. Improve ergonomics of the libraries.
- Make the intra-library loan system more effective to better serve the needs of students at smaller sites.
- Conduct a needs analysis survey of facilities and resources, involving faculty, administrators, and students as part of an overall facilities assessment program, including a section on science laboratories.
- Increase faculty office facilities. (Significant progress was achieved in this area in Winter 2003).
- Engage external experts to upgrade the capacity of the college's telephone system.
- Increase the number of construction and repair staff to allow for adequate facilities maintenance.
- Enhance transportation resources to support an effective intra-college communication network, including regular delivery of mail and intra-library loan books.

STUDENT AFFAIRS AND STUDENT SERVICES

- Increase faculty involvement in reviewing admissions standards, urging that academic standards and student persistence play a more significant role in admissions decisions.
- Target more traditional high school graduates for enrollment in NYSCAS.
- Create an honors program in the Lander Colleges with generous scholarships to attract highly gifted students.
- Explore the option of introducing on-line registration for undergraduates.

- Review, streamline and make the process of transfer credit evaluations more effective; a pamphlet with detailed information on transfer credit policies and procedures should be prepared by the registrar.
- Hire registrarial staff to increase evening service hours and to provide Sunday service hours at locations with large student registrations.
- Train more effective financial aid counselors, especially when they are shifted between Touro schools.
- Introduce a system for on-line tuition payments. Such a system must become operational before any on-line registration system can be implemented.
- Improve coordination between financial aid, bursarial and advisement personnel, and data sharing between them.
- Allocate additional office space and budget resources to advisement.
- Encourage faculty to become more active in student advisement.
- Improve the system for tracking students on probation and those students with low grade point averages.
- Strengthen career counseling and placement services with the appointment of two more placement specialists.
- Hire more tutoring personnel and purchase more diverse software in order to increase both the depth and scope of tutoring assistance and to expand the schedule of tutoring hours.
- Update and publish college catalogs in a timely fashion, with new editions issued every other year. Place all catalogs on-line and make them available in a CD-ROM format.
- Provide co-curricular activities with more funding. Part-time positions for student life activity coordinators should be established both in NYSCAS and the Lander College in Flatbush.
- Take steps to charter honor societies in more academic fields.
- Publish alumni newsletters three times a year to enhance communication and foster stronger bonds between alumni and their *alma mater*. Publish alumni directories periodically, commencing with a directory of the alumni of the Lander Colleges.
- Implement a formal program for assessing student administrative and support offices.

FACULTY

- Refine, review, and improve the system for assessing teaching effectiveness. Student evaluation forms of faculty should be reconceptualized and revised to focus directly on student learning.
- Introduce a process for systematically reviewing and assessing the performance of chairpersons.
- Increase the number of full-time faculty in all undergraduate divisions of the colleges.
- Establish a clear, concrete salary scale for both full-time and part-time faculty. The scale should be based on degrees and experience, and on other requirements. (Implemented in Fall 2003.)
- Clarify job descriptions for department chairs and deputy chairs. Department chairs should serve for a renewable term of three years. Reappointments should be contingent on the assessment of the chairperson's leadership effectiveness and performance.

Continued on next Page

SELF-STUDY RECOMMENDATIONS

Continued

- Schedule one orientation meeting per semester for all faculty members in the various undergraduate schools.
- Revise faculty contracts as follows: Subject to approval of the departmental chair and/or a faculty committee, multi-year contracts should be offered to faculty members who have taught at Touro for a minimum of five years. (**The college is committed to implementing this recommendation**); Notices of reappointment or non-reappointment should be given in a timely fashion—by the start of the spring semester for the following academic year; Full-time academic contracts should be issued in September for the academic year.
- Improve fringe benefits.
- Appoint an “adjunct advocate,” a person or a committee whose specific responsibility is to discover ways to improve the financial as well as professional experience for all part-time instructors.

ACADEMIC PROGRAMS

- Review core requirement options with a view to creating a more uniform set of core requirements for the students in the Lander Colleges. The review of the core curricula should address the following issues: What are the strengths and weaknesses of the general education requirements?; To what extent do general education requirements adequately address skills needed for professional success?; Are there other areas that should be included in the general education requirements?
- Integrate information literacy skills into curricular requirements by embedding them in required general-education courses (e.g., the writing sequence) and/or in subject-specific major courses. Another option is to add an information literacy course requirement and to require students to demonstrate competency in this area prior to graduation. Information literacy needs greater focus in the curriculum.
- Add a speech screening component to the placement test in all schools of the college.
- Engage an outside evaluator to review the effectiveness of the remedial mathematics sequence. Such a review has already been conducted for English writing courses.
- Implement a standardized rubric for evaluating ESL and English department final essays.
- Increase efforts and strategies to further improve pass rates on developmental final examinations.
- Institute a system to communicate Curriculum Committee decisions to students and faculty more expeditiously than is the current practice.
- Institute a process of academic program reviews to monitor the quality of academic programs, the currency of the curricula, and the adequacy of departmental staffing for all majors.
- Review each department and program and its curricular offerings on a regular basis with regard to student enrollment. Bi-annually, departments should determine the concentrations to be dropped and should recommend the courses to be canceled, retained or added to strengthen programs.
- Review course scheduling patterns (by department) to minimize course conflicts which may impede students' progress in completing their degrees expeditiously.
- Institute a system of program reviews to monitor consistently the quality of graduate programs in education and psychology, the currency and relevance of graduate curricula, and the adequacy of full-time staffing and advisement.

- In consonance with Touro's *Outcomes Assessment and Institutional Effectiveness Plan*, review graduate programs in business and in Jewish Studies.
- Carefully review each new feeder site for its effectiveness in meeting the college's goals, so that some of the smaller sites can be closed by Fall 2004, and that others upgraded to full-fledged extension centers with full services.
- Add to NYSCAS feeder sites the wide-area network, which supports other major Touro instructional sites.
- Conduct a review of the SLE and IPS programs, focusing on the academic and administrative aspects.
- Develop further entry-level options for men enrolled in IPS in addition to those in the computer field.
- Enlarge the physical plant of SLE.
- Institute and clarify policies and procedures in the GSEP for developing and implementing contracts with outside organizations in offering graduate courses. Quality assurance issues must be addressed in all contractual relationships.
- Increase the staff of the Jerusalem office.
- Introduce additional measures to insure that the academic level of elective course work in Moscow is comparable to the academic level for similar courses in New York. Course syllabi and a sampling of final examinations should be submitted annually to Touro New York.
- Establish a formal program of assessment, under the guidance of the vice president for planning and assessment, involving capstone examinations, exit interviews and alumni surveys to document outcomes and institutional effectiveness more completely.
- Conduct academic program reviews periodically in accordance with the recently-adopted *Touro College Outcomes Assessment and Institutional Effectiveness Plan*, in Moscow for programs in both business and Jewish studies.
- Establish a link between the libraries at the Institute of Jewish Studies and Moscow University Touro (MUT) and the main Touro College library in New York. (Recommendation has been implemented.)
- Clarify the reporting responsibilities of the Touro liaison for Moscow.
- Give top priority to the expeditious development of library and learning resources involving the director of libraries of Touro College New York.
- Forward samples of syllabi and final examinations in all courses to New York for review every semester.
- Appoint a director of Jewish studies.

THE ASSESSMENT OF LEARNING AND INSTITUTIONAL EFFECTIVENESS

- Designate an assessment coordinator in each school to systematize the assessment of student learning in the graduate and professional schools.
- Consider using a standardized alumni survey such as the ETS Program Assessment Questionnaire (PSAS) in the Graduate School of Education and Psychology.
- Use reports from master teachers, supervisors, and principals to assess student field performance, in the Graduate School of Education and Psychology.
- Continue implementing the recently-adopted Assessment Plan, a multi-year process covering a five to seven year period and follow the published schedule. The Plan provides a useful framework for systematizing and integrating the institution's assessment activities.
- To support the functioning of the newly-created Office of the Vice President for Planning and Assessment and to motivate faculty leaders

Continued on next Page

WOMEN'S COLLEGE MARKING 30TH YEAR, TO HONOR SIX AT GALA DINNER

The 30th anniversary of the Touro Women's Division in Manhattan – now the Lander College for Women – will be celebrated at a gala dinner, May 2, at the New York Hilton.

Distinguished alumnae awards will be presented to Rena Barta '83, executive, PBS&J Consultants; Rebbetzin Rivy Poupko Kletenik '80, director of education, Seattle UJC Federation; and Dr. Rachel Yehuda '80, professor of psychiatry, Mt. Sinai Medical School.

Founding faculty to be honored are Dr. Judith Bleich, Judaic studies; Rabbi Dr. Joseph Grunblatt, Judaic studies; and Dr. Meyer Peikes, finance.

Vivian and Dr. David Luchins are chairing the event.

For reservations call 212-213-2230, ext. 116 or e-mail tourodinner@touro.edu.

THE ASSESSMENT OF LEARNING AND INSTITUTIONAL EFFECTIVENESS *(continued)*

to become full-fledged participants in the assessment process, the college must: provide the required expert and staff personnel (including an assessment coordinator and secretarial support); allocate sufficient budgetary resources (for testing instruments and statistical software packages); acquire essential technology tools; and conduct appropriate training workshops for faculty members under the guidance of outside experts. Absent these resources, the likelihood of successful implementation of an ambitious and effective assessment plan is problematic at best.

- Clarify and delineate the reporting responsibilities of the dean of institutional research and review to the vice president for planning and assessment.

- Produce an annual factbook summarizing key institutional data by needs to systematically track patterns of student retention and survey dropouts by academic program.

- Create and implement rubrics to clarify learning objectives and to standardize criteria for evaluation in each academic department.

- Pilot-test the ETS Major Field Tests, or a similar instrument in academic departments, as one possible direct measure of student learning.

SELF-STUDY STEERING COMMITTEE

Robert Goldschmidt, Chair, Dean of Students and MSA Liaison; Andre Baron, Director of Admissions, NYSCAS; Stanley Boylan, Dean of Faculties; Devorah Ehrlich, Dean of the Lander College for Women; Mira Felder, Associate Dean, ESL, NYSCAS; Ruchie Freier, '01, Alumna; first-year law school student; Raul Garcia, Assistant Professor of History; Barry Golomb, Member, Board of Overseers; Nadja R. Graff, Associate Professor of Biochemistry and Director, Physician Assistant Program (Manhattan); Charlotte Holzer, Assistant Dean of the School for Lifelong Education; Avery Horowitz, Associate Dean of Students for Advisement and Counseling; Robert Koester, Dean, Touro University International School of Business; Stuart Lippman, Controller; Alan Mond, Vice President for Resource Development; Meyer Peikes, Assistant Professor of Finance; Timothy Taylor, Associate Dean of Students, NYSCAS; Ira Tyszler, Dean, Enrollment Management and Institutional Research and Review; and Hal Wicke, Deputy Chair, Speech and Communication, NYSCAS.

The Goals of Touro College

1. To perpetuate and enrich the Jewish heritage through Jewish studies and scholarship on the undergraduate and graduate levels.
2. To promote academic achievement through traditional study of liberal arts and sciences in the undergraduate divisions, and to foster humanistic and ethical values.
3. To further the career interests and aspirations of students with a broad range of pre-professional and professional programs.
4. To promote development of students' critical, analytical, and quantitative competencies.
5. To foster critical thinking and communication skills.
6. To promote information literacy, research skills, and other competencies necessary to succeed in a technological society.
7. To develop and provide educational opportunities by reaching out to underserved urban student populations.
8. To promote graduate and professional programs in areas of education, law, medicine and the healing arts, whose graduates will contribute to the betterment of society.
9. To provide a supportive learning environment that encourages academic achievement and promotes values of tolerance and respect for diverse population groups and their cultural heritages.
10. To increase access and expand academic reach through the utilization of new technologies, including distance-learning modalities.
11. To strengthen Jewish identity and to transmit American values and the democratic ethos in communities abroad through quality academic programs.
12. To systematically assess the achievement of the college's goals and to utilize the results for continuous improvement.

The Touro College Mission

Touro College is an independent institution of higher and professional education under Jewish sponsorship, established to perpetuate and enrich the Jewish heritage, to support Jewish continuity, as well as to serve the general community in keeping with the historic Judaic commitment to intellectual inquiry and social justice.

The Jewish heritage embraces two fundamental components, the particular and the universal, as reflected in Hillel's dictum transmitted in Ethics of the Fathers, "If we are not for ourselves, who will be? If we are concerned only with ourselves, what are we?" This seminal teaching shapes the core values of the college, which are:

- Preservation of the Jewish heritage and support for Jewish continuity;
- Belief in the value of education in the liberal arts and professions to better the individual and society;
- Promotion of ethical and humanistic values of the Judaic tradition among all members of the learning community;
- Commitment to providing educational and professional opportunities and to fostering access to underserved populations;
- Commitment to tolerance and the promotion of the democratic ethos.

These core values and the dual components of the Jewish heritage – the concern for the particular and the universal – are reflected in Touro College's mission, which is to strengthen Jewish life and perpetuate the Judaic tradition on the college campus, and to contribute to the building of a better society for all through educational opportunities.

Cognizant of national and international threats to Jewish continuity in the forms of assimilation, loss of affiliation, and anti-semitism, the Board of Trustees of the college view the college's mission as transcending the physical borders of its original locus. Touro College seeks to strengthen Jewish identity and normative societal values by offering educational programs serving the Jewish and general population in communities nationally and around the world.

Touro College's mission commits the college to multiple constituencies. In adherence to the particular aspect of the mission, Touro offers undergraduate and graduate programs in Judaic studies and liberal arts and sciences serving the diverse components of the Jewish community. In consonance with the universal aspect of the mission, the college supports underserved members of the broader community with neighborhood-based undergraduate programs. As an institution serving the general community in all its diversity, Touro College offers professional and graduate programs in such areas as education, law, medicine, allied health, and business. Throughout its various programs, Touro College emphasizes academic achievement and quality in the context of a supportive and caring environment.