BRYN MAWR
COLLEGE

Middle States Commission on Higher Education

Revised Self-Study Design

Submitted:
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INSTITUTIONAL OVERVIEW

Bryn Mawr is a residential women's liberal arts college outside of Philadelphia, Pennsylvania. Bryn Mawr has long been a beacon for high-level education for women, and it is proud of its legacy as the "scholarly sibling" of the "Seven Sisters," the group of private Northeastern liberal arts colleges founded as women's institutions in the mid to late 19th century. It focuses on academic excellence, powered by its ethical commitment to gender equity and women's empowerment, as its mission statement makes clear:

> Bryn Mawr College educates students to the highest standard of excellence to prepare them for lives of purpose. The College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences. A world-class faculty of teacher-scholars, a talented staff, and a tight-knit student body cultivate intellectual curiosity, independence, personal integrity, and resilience in a community of passionate, joyful learners.
>
> As a residential women's college at the undergraduate level, and through coeducational graduate programs in arts and sciences, in social work, and in post-baccalaureate premedical training, Bryn Mawr is committed to women's education and empowerment, to gender equity, and to supporting all students who choose to pursue their studies here.
>
> Equity and inclusion serve as the engine for excellence and innovation. A commitment to racial justice and to equity across all aspects of diversity propels our students, faculty, and staff to reflect upon and work to build fair, open and welcoming institutional structures, values, and culture.
>
> Emerging from their Bryn Mawr experience equipped with powerful tools and with a deeper understanding of the world and each other, our graduates define success on their own terms and lift up others as they make a meaningful difference in the world.

At the moment, we are building our next chapter. Wendy Cadge became the College's 10th president in 2024, assuming the role after Kim Cassidy's 11-year tenure, and with this new presidency comes a renewed sense of purpose and focus on the future of Bryn Mawr. We are all eager to embark upon Bryn Mawr's next phase, and we see the Middle States accreditation process as a key step in in our ongoing pursuit of excellence.

History of Bryn Mawr College

Bryn Mawr College was founded in 1885 to offer women a more rigorous education than any available at the time. It was the first women's college to offer the Ph.D., and among the first colleges of any kind to offer a Ph.D. in Social Work. Established in 1885 by the will of Joseph W. Taylor, a physician who wanted to create a college "for the advanced education of females," Bryn Mawr is one of the Seven Sisters, a cohort of colleges in the northeastern U.S. founded for women's education in the nineteenth century. It is unique among women's liberal arts colleges in offering coeducational graduate programs.

Bryn Mawr's campus was established on 135 acres in a town of the same name (Welsh for "great hill") in the Philadelphia suburbs. Based in part on a plan penned by Central Park designer Frederick Law Olmsted, the campus became internationally renowned for its beauty and is officially recognized by the Arbor Day Foundation as an arboretum. It houses just over 40 buildings, many of which are influenced by Oxford University's architecture and are among the earliest examples of the Collegiate Gothic style in the United States. Bryn Mawr began as a Quaker institution, but quickly became nondenominational, prioritizing excellence in scholarship over religious affiliation in the appointment of faculty.

Bryn Mawr students were among the first at any college to institute self-governance, the most notable and distinctive manifestation of which is the student Honor Code and its student-driven Honor Board (which also has faculty membership). The student body and its Self-Government Association (SGA) are actively and integrally involved in College decision-making via student and SGA membership on multiple academic and administrative committees.

Part of Bryn Mawr's longstanding commitment to educating students who fall outside of traditional men-only higher education systems is an ongoing dedication to examining its own gatekeeping histories. Although it has long been a beacon of feminist education, at its beginnings, Bryn Mawr limited its admitted students to white women, excluding Black and Jewish women as a matter of policy. We continue to pursue a clear-eyed examination of our history toward an inclusive and equitable future. For example, the student-led "Black at Bryn Mawr" program (awarded an honorable mention by the National Council on Public History) unearthed archives of untold stories of marginalized Bryn Mawr students, faculty, and staff, offering an alternative campus tour and an exhibition; from there, the College has created its Art Remediating Campus Histories (The ARCH Project) and now features a permanent installation by Nekisha Durrett,

entitled *Don't Forget to Remember (Me)*. Likewise, we are working closely with the principles of the Native American Graves Protection and Repatriation Act (NAGPRA) to ethically repatriate our Indigenous collections and materials, including material objects and human remains.

Program Summary

Primarily a residential, undergraduate-serving institution, Bryn Mawr is unique among women's liberal arts colleges for offering two co-educational graduate schools, the Graduate School of Arts and Sciences (GSAS) and the Graduate School of Social Work and Social Research (GSSWSR), as well as a globally renowned Postbaccalaureate Premedical program, with a combined enrollment of 1619 students October 1, 2025. We also offer combined A.B./M.A. programs in Physics, Chemistry, Archaeology, French and Francophone Studies, Classics, History of Art, and Math, as well as an A.B./MSW, which was formerly the A.B./MSS. In addition, Bryn Mawr offers several accelerated degree programs in Engineering, Bioethics, Education, and City and Regional Planning, as well as other master's programs in collaboration with the University of Pennsylvania, Caltech, Columbia University, Boston University, Villanova, Aberystwyth University in Wales, the University of Rochester, and Zhejiang University in China.

Overall Enrollment	1619 Total Enrolled Students 1,288 Undergraduate Students 69 Post-Baccalaureate Students 262 Graduate Students
Retention Rate	95%
Graduation Rate	83.2% (6-year)
Top Ten Programs by Enrollment	
Psychology	76
Mathematics	70
Biology	52
Political Science	51
English	47
Neuroscience	47
Sociology	31
Computer Science	31
Chemistry	27
Growth and Structure of Cities	26

Bryn Mawr employs 136 full-time faculty in tenured or tenure-track positions and 19 in full-time continuing non-tenure-track positions. The undergraduate student-to-faculty ratio is 8:1, with a median class size of 14. The College offers 37 majors, along with 52 minors and concentrations. The most popular majors include Mathematics, Psychology, Sociology, English, and Biology, reflecting Bryn Mawr's distinctive emphasis on STEM within a rich liberal arts context.

Bryn Mawr is a member of the Tri-College Consortium with Haverford and Swarthmore Colleges. The Consortium affords students access to more than 700 courses; moreover, the Quaker Consortium, which includes Haverford, Swarthmore, and the University of Pennsylvania, offers a combined catalogue of more than 3,300 courses. In addition, Bryn Mawr's scholarly emphasis is supported by various centers and institutes on campus, including the Center for Visual Culture, the Center for Social Sciences, and the Quantum Materials, Sensing, and Education (QMSE) Center. These bring together faculty and students across disciplines for lectures, experiments, and discussion.

In addition to its rich on-campus opportunities in the liberal arts, Bryn Mawr also emphasizes practical and community engagement through innovative programming that connects students to internships, volunteering, and hands-on practica in Philadelphia and elsewhere. The Praxis program is a tiered system that allows students to take their studies outside the classroom, including as a single project within a course, a structured collaboration with a community partner, or as an independent study focused on a self-identified academic interest and a cognate practical internship.

INSTITUTIONAL PRIORITIES

Bryn Mawr College was established to offer a more rigorous education than any available to women at the time, through a model that historian Helen Lefkowitz Horowitz characterized as "a unique blend of university and women's college."[1] Generations of students, faculty, staff, and alumnae/i have advanced this commitment, rooted in academic rigor, pioneering student self-governance, and communities spanning generations. As the College looks to—and beyond—its 2035 sesquicentennial, it has the opportunity to build forward with boldness and distinction. "*The Next Chapter*," a ten-year framework of strategic focus and direction, charts a path for Bryn Mawr to connect the best of its history with the needs and aspirations of future students, preparing the next generation of Mawrters who will change the world.

The Next Chapter framework is organized around five priorities, or pillars, which form our institutional priorities for our Self-Study:

- Redoubling our Commitment to Academic Excellence and Distinction
- Providing Holistic Support for Students and Alumnae/i
- Advancing a Community Approach to Access and Inclusion
- Enhancing Visibility, Reputation, and Impact
- Modernizing Infrastructure, Facilities, and Operating Systems

These pillars emerge from three and a half years of strategic planning and visioning, including the reports of four on-campus working groups; conversations with hundreds of students, faculty, staff, and alumnae/i; community feedback on several draft documents; and a series of campus conversations on related strategic topics.

The strategic direction is also directly informed by our alumnae/i experience. More than 4,500 alumnae/i responded to an in-depth survey about the quality of their Bryn Mawr experience, the role and relevance of their education in their personal and professional lives, and their connections to one another—and to the College—today. Responses indicated broad alignment around the guiding pillars, with particular support for priorities that advance academic excellence, student success, and access.

[1] Horowitz, Helen Lefkowitz: *Alma Mater, Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*, p. 105, Alfred A. Knopf, 1985.

This planning has touched nearly every aspect of the College and has proceeded in tandem with a process to envision the buildings, landscape, and physical infrastructure of the future, which itself solicited input from numerous groups and committees, as well as hundreds of individuals. These inputs, undertaken concurrently and in dialogue with one another, form the backbone of an ambitious, integrated, and reinforcing set of goals.

Leveraging Bryn Mawr's Distinctive Identity

As we build Bryn Mawr's next chapter, we are committed to centering and reasserting what makes the College distinctive and distinctively effective.

As the scholarly sister/sibling, Bryn Mawr is authentically positioned to lead with its intellectual contributions. *The Next Cha*pter will build on that identity by developing a distinctive undergraduate curriculum that seamlessly bridges the classroom and the residential experience; incorporates meaningful experiential opportunities; responds to students' interests in addressing complex questions, such as those around climate, migration, democracy, and ethics; and preserves disciplinary depth while enabling interdisciplinarity and collaboration. We will elevate the presence of our vibrant graduate programs—within the Graduate Schools of Social Work and Social Research, and Arts and Sciences—as well as multiple combined-degree opportunities and the Post Baccalaureate Pre-Medical Program—as differentiators that make a powerful, mission-centric contribution.

As a community of lifetime membership, Bryn Mawr and its alumnae/i networks are positioned to connect, support, and empower across regions and generations. *The Next Chapter* calls on the College to foster programs and networks that support students and alumnae/i at critical inflection points throughout their lives, and to more intentionally connect alumnae/i and undergraduates for workplace experience, career opportunities, lifelong learning, and sustained friendships.

As a college founded for those traditionally excluded from higher education, Bryn Mawr holds individual and collective empowerment as a core value. *The Next Chapter* will build on our demonstrated commitment to diversity, including our notable Pell enrollments and innovative partnerships with community colleges, to create mobility across class, race, ethnicity, and other demographic identities. Further, we will continue to deepen inclusion through continuous learning, including fearless examination of past exclusionary practices as we build for the future.

Bryn Mawr's Impact on the World

The promise of colleges and universities is in the differences they make in the lives of their students, faculty, staff, alumnae/i, and broader communities. *The Next Chapter* positions Bryn Mawr to amplify its impact beyond its traditional circles and campus boundaries through the people it educates and the ways it embodies its mission and values. Even as *The Next Chapter* strengthens the College itself, each of its pillars holds the promise of wider societal contributions through thought leadership and knowledge-sharing, generating jobs and career advancement in a knowledge economy, fostering societal connection through ideas, demonstrating and promulgating sustainable environmental practices, and advancing societal change through education.

The Five Priorities Expanded

Organizing Bryn Mawr's efforts around the pillars will intensify and sharpen the College's educational effectiveness and impact over the coming decade. Specific initiatives, timelines, deliverables, key performance indicators, and potential funding sources are in development for each pillar. *The Next Chapter* is intentionally modular in its design, enabling initiatives to move from proposal to piloting to potential implementation at variable speeds, responsive to emergent opportunities and resource constraints. Funding for *The Next Chapter* will come from a variety of sources, including operating revenue, gifts raised as part of an accompanying comprehensive capital campaign, and grants. Senior staff will develop key performance indicators in the summer of 2026 for each pillar to assess progress and success. These will be included in our self-study and made available to the community to track progress toward our goals.

Pillar 1: Redoubling our Commitment to Academic Excellence and Distinction

The College will reinforce its commitment to academic excellence—the heart of its mission—to recruit and retain outstanding students and faculty, facilitate students' exploration of who they are and how they seek to embody their intellect and values in the world, and prepare students for professional and personal success at graduation and beyond. One key initiative for the 2026-2027 academic year includes a rebalanced workload for tenure-track faculty, which shifts to a teaching load of two classes per semester. Other continuing initiatives, which began in the

2025-2026 academic year, include: reorganizing and streamlining advising with a clear mandate to increase retention and graduation rates, increasing faculty-student research partnerships; bringing more intention to external academic distinctions for faculty and students, including competitive national fellowships; aligning graduate and undergraduate education more intentionally; and building a library of the future to serve as the intellectual and cultural heart of the campus. These initiatives are the result of ongoing resource planning based on assessment evidence and analysis. Success will be reflected in Bryn Mawr graduates gaining the academic grounding, skills, and habits of mind to thrive in an increasingly turbulent postgraduate environment, and in their capacity to function globally, critically, and analytically throughout their lives.

This priority aligns with MSCHE Standards:

I) Mission and Goals: (all criteria)
II) Ethics and Integrity: (criteria, 1, 2, 8, 9)
III) Design and Delivery of the Student Learning Experience: (all criteria)
IV) Support of the Student Experience: (criteria 1, 3)
V) Educational Effectiveness Assessment: (all criteria)
VI) Planning, Resources, and Institutional Improvement: (criteria 1, 2, 3, 4)
VII) Governance, Leadership, and Administration: (criteria 3, 4)

Pillar 2: Providing Holistic Support for Students and Alumnae/i

The College will more intentionally align students' academic, cocurricular, and extracurricular experiences, with the goal of providing holistic support from the time they matriculate through their years as alums. Key initiatives will include more closely aligning academics and experiential learning; modernizing dining and residence halls, especially those configured as living and learning communities; expanding opportunities for connection and support among current students and recent alumnae/i to enhance student daily living and learning; and creating programs that demonstrate the value of lifetime membership in multigenerational communities composed predominantly of women. This approach will bring into sharper relief the powerful intergenerational community available to students and alumnae/i at critical inflection points throughout their lives.

This priority aligns with MSCHE Standards:

I) Mission and Goals: (all criteria)
II) Ethics and Integrity: (criteria, 1, 2, 7, 8, 9)
III) Design and Delivery of the Student Learning Experience: (all criteria)

IV) Support of the Student Experience: (all criteria)
V) Educational Effectiveness Assessment: (all criteria)
VI) Planning, Resources, and Institutional Improvement: (criteria 1, 2, 3, 4)
VII) Governance, Leadership, and Administration: (criteria 3, 4)

Pillar 3: Advancing a Community Approach to Access and Inclusion

The College will continue its mission-based commitment to access, inclusion, and belonging, to ensure that people from a wide range of backgrounds are inspired and able to join, thrive in, and strengthen the Bryn Mawr community as faculty, staff, students, parents, friends, and alumnae/i. Key initiatives will include expanding financial aid with the ultimate goal of need-blind admissions; building on the Beacon Initiative; and continuing to invest in undergraduate educational access through expanded partnerships with community colleges, community-based organizations that support college access, and international partners. We will also model access and inclusion by investing in professional development and educational attainment for our staff. We will continue to learn from our past in honest and clear-eyed ways, with such Initiatives as Art Remediating Campus Histories (The ARCH Project) and the Don't Forget to Remember (Me) monument serving as models and exemplars, and engage in an ongoing process of reckoning with and honoring its layered history. Taken together, such work will realize Bryn Mawr's values in action, notably the call in the College's mission statement to "build fair, open and welcoming institutional structures, values, and culture."

This priority aligns with MSCHE Standards:

I) Mission and Goals: (all criteria)
II) Ethics and Integrity: (all criteria)
III) Design and Delivery of the Student Learning Experience: (criteria 3, 7, 8, 9)
IV) Support of the Student Experience: (all criteria)
V) Educational Effectiveness Assessment: (all criteria)
VI) Planning, Resources, and Institutional Improvement: (criteria 1, 2, 3, 4)
VII) Governance, Leadership, and Administration: (all criteria)

Pillar 4: Enhancing Visibility, Reputation, and Impact

The College will expand its efforts to uplift, celebrate, and proudly share its accomplishments with local, national, and international audiences. Key initiatives will include hiring an inaugural vice president for external relations; supporting and training faculty in generating visibility for their scholarship and thought

leadership; leveraging the president's presence to establish strategic relationships beyond the campus; and creating partnerships and public convenings around vital conversations of our time, such as gender equality and women's leadership, education access, environmental sustainability, civic engagement and democracy, freedom of speech and the value of expertise and truth. Asserting Bryn Mawr's voice in the world will broaden public awareness of the College's distinctively powerful educational model, expand the enrollment pipeline, build students' career opportunities, and strengthen alumnae/i pride as they serve as our ambassadors across their professions and networks.

This priority aligns with MSCHE Standards:

I) Mission and Goals: (all criteria)
II) Ethics and Integrity: (criteria, 4, 5, 6)
III) Design and Delivery of the Student Learning Experience: (criterion 3)
IV) Support of the Student Experience: (criteria 1, 4)
V) Educational Effectiveness Assessment: (criterion 1)
VI) Planning, Resources, and Institutional Improvement: (criterion 11)
VII) Governance, Leadership, and Administration: (criteria 3, 4)

Pillar 5: Modernizing Infrastructure, Facilities, and Operating Systems

The College's outstanding faculty, staff, and students deserve to be supported by modern, efficient systems that enable them to focus their energies on their work. Key initiatives will include modernizing our buildings, landscapes, and physical infrastructure through the comprehensive campus plan; implementing state-of-the-art technologies and systems; exploring the potential for AI-informed work systems; and organizing staffing to meet today's needs. To move toward carbon neutrality by 2035, the College will weigh decisions and resource allocations for environmental impact and alignment with climate equity and justice. In buildings, grounds, systems, and organizational models grounded in sustainability, accessibility, and efficiency, the College will optimize its financial and human resources toward its core academic mission.

This priority aligns with MSCHE Standards:

I) Mission and Goals: (all criteria)
II) Ethics and Integrity: (criteria 8, 9)
III) Design and Delivery of the Student Learning Experience: (criterion 4)
IV) Support of the Student Experience: (criteria 4, 5, 6)
V) Educational Effectiveness Assessment: (criterion 5)
VI) Planning, Resources, and Institutional Improvement: (all criteria)

Success across the pillars will make visible how living and learning in Bryn Mawr's distinctive context helps students develop their own voices, grow into their own leadership styles, and advocate for their place and well-being in the world during and beyond their college experience.

Through reflection, cocreation, and investment, Bryn Mawr will be widely recognized for its commitment to academic excellence and its own blend of undergraduate and graduate study. Its highly research-active faculty will be supported in their own work and in meaningful research partnerships with students. A library of the future will serve as an intellectual beacon and the cultural heart of the campus. A curriculum steeped in the liberal arts and responsive to students' emerging interests and needs will position graduates for professional and personal success. Graduate programs will continue to prepare scholars and practitioners for professional impact and distinction. And our cooperative relationship with partner institutions will continue to ensure that our shared educational enterprise is far greater than the sum of its parts.

Financial aid that responds to families' circumstances will help make a Bryn Mawr education accessible to those who seek it. The campus's built environment and the programs it enables will embody and advance the College's commitment to community. Renovated residence halls will offer the opportunity to live in intentional communities around shared interests. Intentional relationship-building from the moment students matriculate through their lives as alumnae/i will showcase the salience of the community built at or through the College.

Enacting *The Next Chapter* will bring Bryn Mawr's distinctive contributions boldly and broadly into the public light. The College's forward-focused trajectory will be clearly visible in its modernized physical campus, its leadership in higher education, and its commitment to defying gender stereotypes. It will be visible in the transformative ways that its students and alumnae/i lead—in their own voices and as an empowered community—as they drive and support societal change. The light that has always burned brightly in the lives of Bryn Mawr students and alumnae/i will shine with unprecedented radiance around the world.

INTENDED OUTCOMES OF THE SELF-STUDY

Bryn Mawr sees the Self-Study as a well-structured, well-timed opportunity to strengthen and deepen community awareness, investment, and implementation of our strategic direction, and to ensure that the College's policies, practices, operational systems, and resource allocation decisions are optimized to support our mission and work. Our aim is that the Self-Study process will:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation and provides evidence by standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, to ensure students are appropriately served and institutional mission and goals are met.
4. Document progress toward and additional steps to realize the goals set forth in our strategic directions document, *The Next Chapter*. Help guide our curricular development and innovation and support the College's shift to a 2-2 teaching load. It will help us strategize the most effective student support systems within and beyond the classroom, conceptualize a broad Bryn Mawr community (including alumnae/i, faculty, staff, students, and the local community), and shape our decisions in line with our core mission of providing a top-notch liberal arts education.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

We will use a Standards-based approach to the Self-Study. Because we are in multiple phases of transition, including finalizing the strategic direction, this approach will help us analyze and refine our work through Middle States' accreditation rubrics.

Steering Committee

Our Self-Study Design Steering Committee has overseen the design's development, including identifying representative chairs to spearhead each standard. Those representatives have created working groups to articulate how each standard translates into a Bryn Mawr education, identify the quantitative and qualitative data needed to assess each standard, and establish processes that enable an iterative structure to solicit multiple voices across the College's various constituencies.

In aggregate, the working groups represent the wide range of College stakeholders, including students, faculty, staff, administration, and trustees.

Steering Committee Members (as of June 1, 2026):

- Dee Matthews, Provost, Professor of Creative Writing, ALO
- Matt Ruben, Interim Co-Chair of Growth and Structure of Cities and Visiting Assistant Professor of Cities and The Emily Balch Seminars
- Leslie Cheng, Associate Provost and Professor of Mathematics
- Christopher Barth, Vice President and Chief Information Officer and Director of Libraries

The Steering Committee is intentionally small to allow for close coordination of all self-study activities. The group will provide direct oversight and partnership with all working groups and will take responsibility for incorporating all contributions from working groups and evidence collected into a cohesive and comprehensive report.

The Steering Committee appointed a chair for each standard, who then solicited participation in a working group. The Steering Committee worked with the appointed Standards Chairs and consulted with the President's Office to ensure a

broad representation of College constituents, including faculty, staff, administration, and students.

Each working group was charged with learning its standard and reflecting upon its "translation" to the specific conditions at Bryn Mawr. It was then asked to both outline the data we will need to collect (a task made much more streamlined by Middle States' comprehensive list, available here: https://www.msche.org/policies-guidelines/?_sf_s=evidence%20expectations) and develop lines of inquiry that will shape the qualitative data we will gather through surveys and listening groups.

Standard I Working Group: Mission and Goals

Membership:

- Dee Matthews, Provost (Chair)
- Bob Miller, Vice President for Alumnae/i Relations and Development
- Michael Noel, Professor of Physics and Faculty Chair

Reflections on Standard: As a community, we developed our current mission statement (https://www.brynmawr.edu/about-college/mission) in 2019, through extensive discussion with all College constituencies. In developing the mission statement, we were particularly mindful of the need to align it with institutional goals articulated in our "Excellence in Action" strategic plan.

Wendy Cadge was appointed President of the College in 2024, and we are now in the exciting process of implementing the College's next chapter, as outlined in our new Strategic Direction. The mission is a core articulation of our collective values, and they guide our decisions in every aspect of the College. Our ongoing process of self-reflection through shared governance requires us to regularly evaluate our mission and goals. Further, as we create our budgets, we continually align our expenditures with our mission.

Lines of Inquiry:

1. To what extent does the mission articulate clearly the values our diverse community holds? What are the specific paths for its articulation and re-evaluation?
2. To what extent are our institutional goals, as articulated by the strategic plan, aligned with our mission?

3. How do our institutional goals support the recruitment, retention, and achievement of our students? Of faculty? Of staff?
4. How does our curriculum reflect the mission and institutional goals?
5. How do co- and extra-curricular programs support the mission and institutional goals, and how are they evaluated with respect to the mission?
6. How are budgetary decisions made in alignment with the mission? By whom are those decisions reviewed?

Specific constituents to be consulted: The College's mission is the guiding structure for all constituencies, so everyone will be consulted. We will be particularly attuned to the ways the mission finds on-the-ground expression for the wide range of people dedicated to it.

Standard II Working Group: Ethics and Integrity

Membership:

- Katie Nash, Vice President for External Relations (Chair)
- Angi Lee, Undergraduate Student
- Jill Walsh, Chief Human Resources Officer
- Monique Scott, Associate Professor of History of Art & Director of Museum Studies

Reflections on Standard: This framework presents a comprehensive approach to assessing institutional ethics and integrity, aligned with MSCHE Standard II, emphasizing the integration of policy, practice, and qualitative evaluations. Across subgroups, including academic freedom, climate and respect, grievance processes, conflict of interest, employment practices, institutional communications, regulatory compliance, multi-modal equity, campus safety, and information security, the assessment draws on both quantitative and qualitative evidence. Core data sources include institutional policies and revision histories, longitudinal survey and demographic data, aggregated process metrics, compliance documentation, and records of institutional response and follow-through. Equally critical are qualitative methods such as surveys, focus groups, interviews, and document audits, which illuminate how policies are understood, enacted, and experienced by faculty, staff, students, and leadership. The suggested data support an evaluative model that moves beyond procedural

compliance toward an ethical posture defined by transparency, consistency, responsiveness, and institutional trust.

Lines of Inquiry:

1. To what extent has the College articulated clear policies around academic freedom, freedom of expression, and intellectual property? What are the mechanisms by which those policies are maintained, and how effective are they?
2. How is campus climate assessed, and how does that assessment dovetail with quantitative rubrics regarding demographics, employment data, hiring patterns, and retention?
3. What are the operative grievance processes, and how are they used? To what extent are those processes transparent and equitable?
4. What are the College's employment and promotion practices, and to what extent are those frameworks transparent? How are those practices experienced "on the ground"?
5. To what extent is the College's messaging clear and responsive (internal to the College)? To what extent is its external messaging clear and in concert with its internal messaging?
6. To what extent does the College make resource access equitable across various constituencies?
7. To what extent are Campus Safety procedures clear, and how are those procedures developed in concert with the needs of the College communities as a whole? What is the relationship between Campus Safety and its off-campus environs?

Specific constituencies to be consulted: Provost's Office, Campus Safety, Human Resources, LITS, Appointments Committee, Committee on Academic Priorities, Faculty Welfare Committee, Honor Board, SGA, Communications Office, Bi-Co Newspaper, College Counsel, Financial Aid Office, Admissions

Standard III Working Group: Design and Delivery of the Student Learning Experience

Membership:

- Richie Gebauer, Dean of Student Success (Chair)
- Alison Cook-Sather, Mary Katherine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of the Peace, Conflict, and Social Justice Program
- Kirsten O'Beirne, Office of the Registrar
- Julia Kotes, Undergraduate Student

Reflections on Standard: Focusing on how student learning experiences support the College's mission, this standard thinks both with and beyond the classroom curriculum, including co-curricular and extra-curricular opportunities. Students of many identities are invited to dig deeply into their curiosities, fascinations, and questions. Bryn Mawr's intentionally small size supports immersive study across both the Arts and Sciences. Students and the Bryn Mawr community actively engage in the arts and sciences through a shared commitment to experiencing, creating, and participating in artistic expression and STEM experiences. Bryn Mawr's unique graduate opportunities (including the Graduate School of Social Work and Social Research and the Post-Bac Program) offer a more diverse curricular picture than many other liberal arts colleges.

Lines of inquiry:

1. To what extent do academic programs within and across disciplines offer students a coherent and intellectually integrative learning experience that promotes critical inquiry, synthesis across fields, and independent thought aligned with the liberal arts mission?

2. How effectively do faculty design and deliver learning experiences that reflect disciplinary depth and interdisciplinary breadth, ensuring that pedagogical approaches engage students as active participants in their own learning?

3. In what ways do departments and programs assess student learning outcomes, use findings to strengthen teaching and curriculum, and communicate evidence of improvement across the institution? How successful are these assessments in improving outcomes?

4. To what degree does the general education program advance students' ability to think critically, communicate effectively, and engage diverse perspectives, while cultivating global and cultural understanding consistent with the liberal arts tradition?

5. How does the institution ensure that faculty possess appropriate disciplinary expertise, engage in ongoing professional and pedagogical development, and are supported in pursuing innovative teaching and scholarship?

6. How intentionally does the institution link co-curricular experiences with curricular goals to foster holistic student development?

7. How accurately and effectively are academic expectations, program requirements, and learning opportunities communicated to students, faculty, and external audiences through institutional publications and digital platforms?

Specific constituents to be consulted: Access Services Staff, Athletics, and Career and Civic Engagement Center. Committee on Academic Priorities. Deans of GSSWSR and GSAS. Department Chairs, Human Resources Office, Institutional Research Office, Office of Academic Support, Postbaccalaureate Pre-Medical Program, Provost's Office. Quantitative Center, Registrar's Office, Undergraduate Curriculum Committee, Undergraduate Dean's Office, Writing Center

Standard IV Working Group: Support of the Student Experience

Membership:

- Tomiko Jenikins, Interim Dean of the Undergraduate College
- Katie Krimmel, Dean, Career & Civic Engagement (Chair)
- Catharine Slusar, Associate Professor and Director of Theater on the Theresa Hepburn Chair of Drama, and Director of The Arts Program
- Melissa Giess, Assistant Dean, Sophomore Experience
- Jennifer Prudencio, Senior Associate Director, Employer Relations and Internships

Reflections on Standard: This standard addresses the full student life cycle at Bryn Mawr College. The process begins during recruitment and admissions, continues as an enrolled student, and carries on through graduation and beyond. The

standard particularly relates to the coherence of the learning experiences, both curricular and cocurricular, as well as the support services that are available. This standard aligns with Bryn Mawr's mission by emphasizing the admission of students whose academic interests, learning styles, and goals are well matched to the College's rigorous, resource-rich academic and (for undergraduates) residential environment. Bryn Mawr traditions are an integral part of the educational experience, connecting students to women of the past, present, and future. This alumnae/i network is part of the support system woven throughout the community.

Bryn Mawr needs to provide students with all possible information as they come into the community; once here, our many resources (course registration, grading policies, advising processes, financial aid, health services, career and civic engagement opportunities, student life, arts programs, STEM, etc.) need to be coordinated to support students when and where they need them. This work supports student retention and persistence. Bryn Mawr also works to ensure that students of all backgrounds and identities (international, FGLI, etc.) are equipped to navigate the college successfully. Finally, Bryn Mawr uses assessment, accreditation standards, and strategic planning to actively explore whether our systems, supports, and services are designed to create a seamless learning experience for undergraduates, graduates, and postbaccalaureate students.

Lines of Inquiry:

1. How well does the student support ecosystem tie into Bryn Mawr's mission and strategic plan? Based on this evidence, how successful is the student support ecosystem overall?
2. How well does Bryn Mawr College recruit, admit, and support students whose goals and interests align with Bryn Mawr's mission and educational offerings?
3. Once admitted, how well are students supported during their time at Bryn Mawr College? What does the support ecosystem look like? How do we know the system is working?
4. Who are the qualified professionals providing the support, and what policies and practices do they abide by to ensure consistent student experiences?
5. What assessment and analysis of data are completed to demonstrate the student support that is offered and utilized? How well do those

assessments current support and how is this data used to improve student support services?

Specific constituents to be consulted: Faculty, undergraduate, post-baccalaureate, and graduate students, Career & Civic Center, the IMPACT Center, Center for Student Success, Center for Student Engagement, Athletics, Q Center, Writing Center, Office of Admissions, Office of Financial Aid, LITS, ARD, Provost's Office, Health Center

Standard V Working Group: Educational Effectiveness Assessment

Membership:

- Richard Barry, Director of Institutional Research, Planning, & Assessment (Chair)
- David Consiglio, Director of Assessment, Learning Spaces, & Special Projects
- Leslie Cheng, Associate Provost and Professor of Mathematics
- Sarah Leonard-Hayward, Interim Director of Institutional Assessment & Planning
- Matt Ruben, Interim Co-Chair of Growth & Structure of Cities and Visiting Professor, Growth & Structure of Cities and Emily Balch Seminar Program

Reflections on Standard: Starting in 2011, the undergraduate college developed a distribution framework centered on four Approaches to Inquiry fundamental to a liberal arts education: Scientific Investigation, Critical Interpretation, Cross-Cultural Analysis, and Inquiry into the Past. The College also articulated core learning goals to guide curricular development and assessment. Starting in 2018, the College asked departments to create learning goals specifically tied to the College's and post these goals on their departmental websites. In March 2021, an Institutional Assessment Committee (IAC) was convened and charged with developing the plan and approach for the systematic, College-wide collection of assessment data on student achievement. It was also charged with facilitating, organizing, and analyzing educational effectiveness data, along with other key elements of institutional assessment.

The IAC developed two assessment methods. For the learning goals, the IAC chose to use six rubrics developed by the American Association of Colleges and Universities that aligned with Bryn Mawr's learning goals. Five of the rubrics aligned perfectly: (1) written communication, (2) oral communication, (3) quantitative literacy, (4) critical thinking, and (5) problem solving. The remaining rubric, inquiry and analysis, sufficiently covered the Bryn Mawr goals of (6) research skills and (7) ability to view a problem from multiple perspectives. These rubrics have been used by nearly 3,000 colleges and universities and are well-respected evaluation instruments. Each academic year, the IAC chooses one of the six goals, rotating through them so that every goal will eventually be assessed. In addition, each department chooses one of the remaining goals to assess. The tool also provides the faculty member evaluating the rubrics a space to reflect qualitatively on what they have learned from the assessment process. Assessments take place during the students' senior experience, usually during a senior seminar held in either the Fall or Spring Semesters of their senior year. Finally, departments were encouraged to create their own assessments of their departmental learning goals to supplement the information gained from the college-wide learning goals assessment.

For the Approaches to Inquiry, the IAC, in consultation with faculty members and the Provost's Office, developed a single, streamlined rubric across all Approaches to Inquiry to be given by faculty members in either 100- or 200-level courses that were designated as featuring one or more of the Approaches to Inquiry. In both the learning goals and Approaches to Inquiry evaluations, faculty members select one student work example to be assessed using the rubrics. The IAC was also charged with creating an annual report on assessment results and providing a periodic assessment of the design's effectiveness in evaluating student learning.

Lines of Inquiry:

1. How are the institutions' learning goals developed and articulated, and how well are those goals realized in the curriculum?
2. What are the structures of assessment of those goals, and how are they analyzed, reported, and acted upon? Are these assessments effective?
3. To what extent does the College provide students with ways to connect their academic studies to successful careers and meaningful lives?

4. To what extent are student learning outcomes communicated to all constituents, and how are they communicated?

5. To what extent is student assessment data disaggregated to demonstrate results across various student populations, and how is that data used to develop curricular and co-curricular programming? How does the College assess students enrolled in GSAS, GSSWSR, or the post-bac program? How do those assessments inform program development?

6. What are the mechanisms for reviewing institutional forms of assessment? How often do those reviews result in meaningful improvements to assessment tools and processes?

7. To what extent are assessments collected by departments and programs integrated into the College's educational assessment?

Specific constituencies to be consulted: Access Services, Office of Academic Support, Admissions, Registrar, Curriculum Committee, Undergraduate Deans Office, Institutional Research Office, GSAS, GSSWSR

Standard VI Working Group: Planning, Resources, and Institutional Improvement

Membership:

- TBD, Vice President for Finance and Administration (Chair)
- Janet Shapiro, Professor of Social Work and Dean of GSSWSR
- Thomas Mozdzer, Professor of Biology
- Neha Sood, Director of Sustainability and Environmental Action
- Ernesto Gonzalez, Associate Vice President, Facilities Services
- Mike Chaplinski, Budget Officer, Finance Office

Reflections on standard: Standard VI addresses the interconnection among institutional planning, budgeting, and resource allocation processes, as well as strategies to ensure continuous improvement aligned with strategic goals and the institutional mission. Standard VI is especially important because it focuses on operational practices and strategies associated with institutional planning,

assessment, and effectiveness, aligned with the institutional mission and related strategic goals.

In demonstrating compliance with Standard VI, institutions must show how they integrate planning across all levels of the organization, allocate resources strategically to support institutional priorities, assess the effectiveness of resource utilization, and use assessment results to inform ongoing improvements. This cyclical process of planning, implementation, assessment, and adaptation reflects this standard's emphasis on institutional learning and adaptive capacity.

For Bryn Mawr College to demonstrate compliance with all 13 components of MSCHE Standard VI, we must show that "the institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges." Standard VI specifies 13 criteria. These criteria reflect the underlying goal of standard VI: to demonstrate a commitment to planning and assessment that encompasses stakeholders across the College. This includes, but is not limited to, academic programs and curriculum, facilities, technology, budgeting, and finance. Standard VI requires that we reflect on internal institutional data, but it also highlights the College's ability to respond to external factors that may require adaptation and change.

Lines of Inquiry:

1. To what extent are the organizational charts for the institution, as well as each division and unit (including administrative offices, departments, programs, and committees), clear and transparently articulated? To what extent are their goals and structures of assessment clear and transparently articulated?

2. What are our processes for broad consultative practices around institutional planning and improvement? How and by whom are key performance indicators (KPIs) articulated, and how and by whom are they evaluated?

3. When and how are budgets (operational and otherwise) determined, and how well are those aligned with the College's mission? To what extent are faculty and staff expenses aligned with institutional goals?

4. To what extent do our technological and infrastructural resources support our curricular, co-curricular, and extracurricular operations?
5. To what extent does performance-based evaluation link to finances (e.g., in raises, etc.)?
6. How do we use quantitative and qualitative data in budgetary and resource decision-making, and are those efforts measured to be effective?

Specific constituents to be consulted: Facilities Services, Board of Trustees, Finance Office, LITS, Office of Environmental Health and Safety, Office of Global Engagement, Human Resources, Office of Institutional Research, Planning, and Assessment, Investment Office, Office of Residential Life, Sustainability Office, Transportation Office

Standard VII Working Group: Governance, Leadership and Administration

Membership:

- Jonas Goldsmith, Associate Professor and Chair of Chemistry (Chair)
- Amanda Chudnow, Secretary of the College
- Tijana Stefanovic, Controller
- Saskia Subramanian, Board of Trustees Chair-Elect

Reflections on standard: Our major task in demonstrating to MSCHE that we follow this standard is to clearly articulate our governance, leadership, and administrative structures. The emphasis of our report should not only show that we have policies and procedures in place for effective governance, but also that we are reflective in assessing how well our processes are functioning. The evidence we will use in this case can generally be divided into two categories: documentation of our policies and evidence that we are following them. In most cases, our policies are documented and/or being updated and/or revised. In some cases, our follow-through in implementing these policies—especially in assessing the effectiveness of our governance, leadership, and administration—may be an area for improvement.

Lines of Inquiry:

1. To what extent is the College's governance structure clear and visible, both internally and externally? How well do the relationships among faculty committees, administration, staff, students, and the Board function in collaboration to support the shared mission of the College?
2. To what degree do the governance structures support the College's mission?
3. How are financial decisions, policy decisions, and other institutional regulations made and communicated? How effective are those communication methods, and how well are all stakeholders included?
4. How are administrators, staff, and committee chairs recruited, hired/elected, and supported? How successful are the College's recruiting efforts, and how well does the College support its employees?
5. How effective is the administrative organizational structure, and to what extent is that structure consistent with and supportive of the College's overall mission?
6. What are the procedures for evaluating administrative operations, and to what extent do those procedures enable feedback and assessment?
7. How are the Board and President evaluated to ensure strong fiscal management, adherence to conflict of interest policies, and overall effectiveness?

Specific constituents to be consulted: President's Office, Provost's Office, Board of Trustees, Controller's Office, Finance, Human Resources, College Counsel, Student Government Association, Honor Board, Staff Association, Junior Faculty Liaison, faculty committee chairs.

GUIDELINES FOR REPORTING

The Working Groups will be responsible for progress reports and initial evidence assessments; draft and revised reports on their assigned areas of focus and lines of inquiry; and evidentiary documents and information for the Evidence Inventory database and repository.

Working Groups will be asked to conduct a systematic analysis of the evidence they have collected in fall 2026 and to submit drafts of their respective portions of the Self-Study Report in January 2027. Following the Steering Committee's review and feedback, the Working Groups will be asked to submit revised drafts in March 2027 and then to perform additional revisions in fall 2027, based on review and feedback from various campus constituencies.

Each Working Group will be asked to follow a basic reporting format: Each draft section should be 10-15 pages in length, and include:

- A narrative overview of the Working Group's institutional priority or area of inquiry, specific lines of inquiry, and evidence collection and analysis process.
- An overall finding on compliance with the institutional priority or area of inquiry, including an explanation of how Bryn Mawr complies with each criterion, citation of the most relevant evidence, and noting any gaps that remain between the criteria and current practices.
- A detailed tabular layout of the Working Group's lines of inquiry, listing for each one both the relevant supporting evidence and the Middle States Standards and Requirements of Affiliation to which it applies.
- A narrative analysis of the College's strengths and opportunities for improvement, including examples in support of each.
- A summary of the results of collaboration with other Working Groups and any other relevant College offices, constituencies, or other groups or entities.
- A conclusion including major recommendations (if any) for institutional improvement and innovation related to the Working Group's priority area or area of inquiry, along with the Working Group's assessment of how the College is positioned to move forward in fulfillment of the institutional action steps encompassed in its lines of inquiry.

In addition to this format, Working Group reports will strive for clarity, transparency, and interpretive balance, avoiding excessive positive or negative

editorializing. They will endeavor to analyze and address what the evidence supports, and to communicate facts and conclusions in a manner that respects complexity without recourse to excessive technical jargon.

We will create a shared set of definitions to be used across all lines of inquiry, and examine the degree to which those definitions are understood and applied across all areas of College operations.

ORGANIZATION OF THE FINAL SELF-STUDY REPORT

Bryn Mawr will organize the final Self-Study Report as follows:

i. Executive Summary
ii. Glossary and Acronyms
iii. **Navigational Tables:** A table of contents, a table of figures, and a table of tables.
iv. **Introduction.** An overview of the College's history, structure, and mission; of the College's strategic planning process and institutional priorities; of the Self-Study process and participants; and of the structure and content of the Report.
v. Standard I: Mission and Goals
vi. Standard II: Ethics and Integrity
vii. Standard III: Design and Delivery of the Student Learning Experience
viii. Standard IV: Support of the Student Experience
ix. Standard V: Educational Effectiveness
x. Standard VI: Planning, Resources, and Institutional Improvement
xi. Standard VII: Governance, Leadership, and Administration
xii. Conclusion
xiii. Acknowledgements
xiv. Evidence Inventory

SELF-STUDY TIMELINE

2025	• **September:** Provost appointed Steering Committee Co-Chairs • **October-November:** Steering Committee Co-Chairs and MSCHE Accreditation Liaison Officer (ALO) complete MSCHE Self-Study Institute • **December:** Recommend and receive Provost/President approval of Self-Study Report approach; Identify Steering Committee candidates; Consultation with MSCHE Liaison; Schedule Self-Study Preparation Visit (SSPV); Assemble Steering Committee
2026	• **January:** Engage Community Stakeholders on Self-Study process and feedback on Institutional Priorities; Begin finalizing Working Groups; Finalize Institutional Priorities and Outcomes; Draft Self-Study Design and share with key stakeholders; Submit Draft Self-Study Design to MSCHE • **February:** Implement communications strategy to raise awareness of Self-Study Preparation Visit; Publish information to the community and launch accreditation website; Finalize logistics and agenda for the Self-Study Preparation Visit • **March:** Host Self-Study Visit (including informational meeting with the Board of Trustees) • **May:** MSCHE Liaison meets with Board of Trustees Executive Committee; Revise Self-Study Design based on feedback from MSCHE Liaison; Submit final version to MSCHE; Finalize Working Group and Team membership • **June-August:** Receive MSCHE approval of Self-Study Design; Begin initial data and documentation collection • **September-December:** Steering Committee begins to meet monthly; Working Groups meet regularly to address areas of inquiry; Identify and gather evidence that supports each Standard and Requirements of Affiliation; Collaborate internally

	and externally; Carry out Gap Analyses and draft Self-Study Chapter Reports; Establish Due Date for Working Groups gap analyses reports (estimated December 15); Steering Committee Co-Chairs and Communications Team continue community engagement and provide updates to various stakeholder groups to on the progress on the Self-Study
2027	• **January-February:** Steering Committee meets monthly; Working Groups finalize initial Self-Study Draft Chapter Reports and share with the Steering Committee (estimated January 31); Steering Committee reviews and provides feedback on all Working Group initial draft Chapter Reports (estimated end of February); Steering Committee Co-Chairs and Communications Team continue community engagement and provides updates to various stakeholder groups to report of Self-Study progress • **March-April:** Steering Committee continues to meet monthly; Working Groups finalize Self-Study Draft; Chapter Reports and share with Steering Committee (estimated March 31); Steering Committee Co-Chairs and Communications Team continue with community engagement efforts and provide updates to various stakeholder groups on the progress of the Self-Study • **May-August:** Steering Committee Co-Chairs draft Self-Study Report • **September-November:** Steering Committee continues to meet monthly; Steering Committee provides feedback to Co-Chairs on the draft of the Self-Study Report; Steering Committee Co-Chairs make final revisions and present draft to designated readers and to identify members of the College community for feedback; The Provost/Steering Committee hosts a number of Town Halls, soliciting feedback for public comments (along with the associated mechanism for collecting the feedback); Self-Study Report is finalized and submitted to the Visiting Team Chair • **December:** Host one-day Site Visit for Visiting Team Chair; Work to ensure all evidence is uploaded to MSCHE.

2028	• **January-February:** Submit final Self-Study Report to MSCHE; Steering Committee Co-Chairs continue community engagement and provide updates to various stakeholder groups on the progress of the Self-Study; Prepare for multi-day Visit Team Site Visit (date to be determined) • **March-April:** Visiting Team visits campus; Visiting Team submits to Provost the Visiting Team Report; Steering Committee prepares college's response and submits it to MSCHE Liaison • **May:** Steering Committee will gather input from working groups on the self-study process and how to best improve processes to better support self-study assessment in the future. • **June-August:** MSCHE representatives review evidence inventory and Self-Study Report; MSCHE notifies college of the outcome of the Self-Study • **September:** Steering Committee will produce a final report on the self-study process to document all work completed along with recommendations for ongoing work until the next review cycle.

COMMUNICATION PLAN

The Steering Committee will manage the communication plan in coordination with the Office of Communications and Marketing, with highlights outlined in the timeline. Updates will be provided, and community input will be sought through established venues, assemblies, and media already used to disseminate information and solicit feedback on matters of importance to the College. Specifically, the Steering Committee will share updates and take feedback at regular public meetings of the faculty, the staff, the undergraduate Self-Government Association, the Graduate Student Association, and the Board of Trustees; and provide additional updates via email lists dedicated to each constituency, as well as the all-campus email list. Electronic survey and feedback tools will supplement large- and small-group meetings to solicit input and participation from the campus community. We will also maintain an internal website for the community to follow progress.

EVALUATION TEAM PROFILE

In selecting a team to evaluate Bryn Mawr College, it would be most appropriate if the team members, particularly the Chair, were familiar with the challenges and opportunities facing women's liberal arts colleges, as well as small, residential, highly selective, academically rigorous, private liberal arts colleges more generally. We believe the ideal Chair will have a deep understanding of our sector and the distinctive history, practices, culture, and markets within which selective women's liberal arts colleges operate. We also seek in the Chair an individual with leadership experience across multiple functional areas of such an institution.

Specifically, we would suggest Betsy Bradley of Vassar College, Laurie Patton of Middlebury College, or Gabrielle Starr of Pomona College as excellent team chairs. Other individuals who could bring valuable perspectives to us in their areas of expertise are Avis Hinkson of Pomona in student affairs, Sonia Cardenas of Trinity College in academic affairs, and Kristin Hughes of Smith College in athletics.

It is important to note that most of Bryn Mawr's peer *women's* colleges are based in New England and not in the Middle Stations region.

Comparable peer institutions include the following:

- Amherst College
- Barnard College
- Bowdoin College
- Dickinson College
- Carleton College
- Franklin and Marshall College
- Gettysburg College
- Juniata College
- Lafayette College
- Middlebury College
- Mount Holyoke College
- Muhlenberg College
- Oberlin College
- Pomona College
- Smith College
- Trinity College
- Union College
- Ursinus College
- Washington and Jefferson College
- Wellesley College
- Wesleyan College
- Williams College

We note that Bryn Mawr, Haverford, and Swarthmore Colleges comprise the Tri-College Consortium and actively engage in numerous collaborations. Therefore, including Haverford or Swarthmore representatives on Bryn Mawr's evaluation team could present a conflict of interest.

STRATEGY FOR ADDRESSING INSTITUTIONAL UPDATE INDICATORS AND METRICS

We recognize the importance of the Annual Institutional Update (AIU) indicators of Student Achievement, Annual Enrollment, Financial Health, and Federal Financial Responsibility, and we intend to utilize this data and integrate it throughout the entire self-study process. We will analyze the data for each metric to identify strengths, weaknesses, opportunities, and threats, and their impact on the institution. This analysis will be reflective and comprehensive, providing clear, compelling evidence on how well the college's practices align with its mission, strategic direction, and expectations for quality and sustainability in higher education. The results of this extensive analysis will be provided to the Steering Committee and each working group so they can review and reflect on the results, in relation to their respective standards, and on how the results inform the institution's effectiveness in achieving the desired goal of student achievement. Based on the data results and implications, the Steering Committee and working groups will develop targeted action plans to address the identified weaknesses. The groups will identify opportunities for improvement that align with the specific lines of inquiry they are pursuing and with the institutional priorities with which they are connected. To ensure continuous improvement, data will be used to inform how improvements to processes and procedures can foster improvement and positive change

EVIDENCE INVENTORY STRATEGY

The Evidence Inventory is a database that lists all documents supporting the Self-Study. The database is an online, access-controlled document that can be updated and managed by multiple users. Each document listing in the Inventory will include:

- An identification code, title, and capsule description.
- An indication of the Bryn Mawr institutional priority and line(s) of inquiry to which it applies.
- A list of the Middle States Standard(s), criteria, and Requirement(s) of Affiliation to which it applies.
- A link or location reference to the document itself.

The Inventory can be sorted in a priorities-based or Standards-based manner, as needed. The documents will be stored in a centralized online file repository in Microsoft Teams (or at a web address for documents that exist as web pages).

The Steering Committee will be responsible for managing the Inventory.

The Inventory will be available to the Middle States visiting team, and a curated subset of the documents, organized by Middle States Standards and Requirements of Affiliation, will be uploaded to the Middle States portal with the final Self-Study Report at the conclusion of the Self-Study in the spring of 2028.

STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED

Bryn Mawr College operates in one physical location in Bryn Mawr, Pennsylvania. The self-study visit will occur at that location.

STATEMENT ON THE USE OF GENERATIVE AI

Generative AI was not used to generate the text for this document. Grammarly, including generative AI functionality, was used to edit, revise, and review this document.