

Academic Leaders Workshop
January 12, 2006
Feedback

Thanks to everyone who attended the Academic Leaders Workshop on January 12, 2006 and provided feedback on the Higher Learning Commission (HLC) Self-Study team. Our primary focus was to learn what you thought were the major opportunities for improvement and issues arising in the next 3-5 years as they related to HLC criteria 1-5. We also hoped to hear strengths but encouraged you to focus on that area last. As we were limited in discussion time, most of you did not get that far in your conversations. Below is a listing of the comments you wrote on the feedback papers. We will share this exercise and your comments with the subcommittees associated with each criteria. They will then use this information when drafting their reports on their criteria. We likewise will use this information when pulling together the first draft of the entire self-study report. Thank you again for your insights.

Susan Cramer and Mike Tippins – HLC Self-Study Co-Coordinator

Criterion 1: Mission and Integrity

→ The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

(1) Major opportunities for improvement

- Improve communications at critical points, more information as decisions are tweaked/made. Andy's example: Advising

(2) Issues arising in the next 3-5 years

- How to keep everyone in the loop, keep people interested in this process

(3) Major strengths

- Lots of opportunities for input

Criterion 2: Preparing for the Future

→ The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

(1) Major opportunities for improvement

- Resources/funding
- Resource Allocation
- Salaries
- Faculty/Academic staff ratio

(2) Issues/challenges arising in the next 3-5 years

- Resources
- Sustaining Quality
- Challenge: Differential Tuition
- Political Support
- Retirements
- Salaries
- Class size
- Out-of-date technology/library resources

(3) Major Strengths and Opportunities

- Differential Tuition
- New Building
- Technology
- Partnering
- Resiliency
- New program development and initiatives

Criterion 3: Student Learning and Effective Teaching

→ The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

(1) Major opportunities for improvement

- Clear distinction between undergrad and graduate learning expectations/assessment in dual level courses
- Enhance general ed mission/goals
- Greater support for online/distance ed course development
- Increase faculty-student undergraduate collaborative research- broaden to the entire campus.
- Effectiveness of online courses
- Support for presentation skills of faculty
- Dual level course evaluation
- Shared coherent vision of Gen. Ed

(2) Issues arising in the next 3-5 years

- Cost/efficiency/effectiveness/quality of distance ed support for classroom teaching performance improvement

Criterion 4: Four: Acquisition, Discovery, and Application of Knowledge

➔ **The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

(1) Major opportunities for improvement

- Increase quality of entering students- better recruitment (collaborate with students)
- More funding for collaborative research whether through more money to University or reallocating of funds to emphasize student/faculty collaboration. See UW Eau Claire program which funds 50 collaborations
- Educate students about research opportunities and use as a recruiting tool
- Increase awareness of globalization by 1.) bringing more examples into class; 2.) facilitating study abroad/student exchange; 3.) increase # international students; 4.) increase faculty exchange abroad; 5.) scholarships to support above activities.

Criterion 5: Engagement and Service

➔ **As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

(1) Major opportunities for improvement

- Engagement- human and financial resources don't follow what we say we value. Promotion/Tenure policies don't recognize.
- Constituents- Who do we serve now? Who will we serve in the future? Disconnect between who our programs/majors/services are aimed at (18 year olds w/part time jobs who are academically prepared) vs. who will be coming to college (over 21, working full-time, not academically prepared.) Our traditional programs need to adapt to serve new population.
- Constituents not clearly identified
- More competitive market
- Constituencies not clearly identified/articulated
- Student engagement; change policies to improve. Put "money where mouth is."
- Faculty staff compensation, work rules, student support, etc.
- Service learning/internships/student research
- Selling the University to the community

(2) Issues arising in the next 3-5 years

- Changing constituency, more non-traditional students
- More flexibility in scheduling (nights, weekends, etc.)
- Money to support changes in institution

(3) Major strengths

- Transfer student policies, programs for orientation (academic and social)