Presentation to AMC Faculty Assembly 9/29/09

Outline

• Update on accreditation by the Higher Learning Commission (HLC) of the North Central Association (NCA)

• Composition of Review Team

• Planning the UCD Self Study
  • Cross Cutting themes and working groups
  • Publicizing the process
Purpose of Institutional Accreditation:

- “Voluntary” but required for federal funds such as student loans
- Evaluates the institution as a whole
- Different from specialized accreditation that evaluates particular units, schools or programs (LCME etc)
- Verifying that institutions meet standards established by their peers
- Promoting institutional self knowledge and advancement
- Providing assurances to the public about quality
Accreditation History of UCD and UCHSC

From 1913 – 1970 accredited as part of UC Boulder

First accredited independently in 1970 UCD and 1980 UCHSC

Ten-year cycle for reaccreditation

Previously Accredited in 1998 (UCHSC); 2001 (UCD); and consolidation focus visit in 2005

Scheduled for HLC site visit April 4-6 2011
Who/What is the University Planning and Accreditation Committee (UPAC)?

Charged by Chancellor Wilson in March 2007 to develop the University Strategic Plan and prepare for Accreditation

Membership (approx 32):
- All Vice Chancellors (6)
- Vice Provost (1)
- Deans of all Schools/Colleges (14)
- Communications (1)
- Faculty Governance (2) John Wyckoff, Leslie Jameson
- Student Governance (2) Jack Kroll, Taylor Profita
- Exempt Professionals (2) Jason Robinson, Carla Johnson
- Staff Council (2) Lisa Province, Mary Francavilla
- Foundation (1) Cheryl Kisling
- Alumni (1) Jack Gilbreath

Resource Council (13): Associate Vice Chancellors (5), Library (2), IRPA; OIESPA; Media; Assessment; Planning; SSC
Tentative Timeline

Spring-Fall 2009 – Working groups provide input on the HLC criteria
Winter-Spring 2009/10 - Working groups analyze cross cutting themes
Summer 2010 – Draft of Self Study written
Early Fall 2010 - Feedback on Draft
Late Fall 2010 – Prepare final “Self Study”
Winter-Spring 2010/11 – Prepare for Site Visit (logistics, publicity)
February 2011 – Submit Self Study
April 4-6 2011 – Visit by HLC reviewers
The Self Study Process:

More than just an exercise for accreditation

Builds on existing processes and assessment practices

Allows for honest campus introspection

NOT prescriptional

Evaluates, with evidence:

where the institution has been,
where it is,
where it expects to be in the future
The 5 Criteria of the Self Study

1. Mission & Integrity
2. Preparing for the future
3. Student Learning & Effective Teaching
4. Discovery & Application of Knowledge
5. Engagement & Service
Composition of HLC Review Team for UC Boulder

Dr. Mark S. Wrighton
(Team Co-Chair) Chancellor
Washington University in St. Louis

Dr. Nancy Ellen Talburt
(Team Co-Chair)
Vice Provost for Academic Affairs
University of Arkansas

Dr. David C. Bosserman
Vice President of Administration & Finance
Oklahoma State University

Dr. Peggy F. Harrel
Director of Grad. Studies & Sponsored Research
University of Southern Indiana

Dr. George E. Walker  Senior VP for Research and Dean of the Graduate School
Florida International University

Dr. Morteza A. Rahimi  Vice President, Information Technology
Northwestern University

Dr. Rex D. Ramsier  Associate Provost, Professor, Physics and Chemistry
University of Akron

Dr. Thomas L. McPhail  Professor of Media Studies
University of Missouri – St. Louis

Dr. Ben A van der Pluijm  Senior Counselor to the Provost
University of Michigan
Qualifications of Suggested Reviewers

1. President/Chancellor level from major research university/academic health center
2. Vice Chancellor of Research (multi campus)
3. Dean from a health sciences school
4. Discipline specific areas - Arts/Humanities (CLAS)
5. Discipline specific areas – Graduate School Dean
6. Someone from UIC that can speak to consolidation
7. Multi-campus familiarity
8. Major public university CFO, preferably that is part of a system (and badly funded!)
9. Communications background on a relatively young campus
10. Understanding of working with an elected governing board
11. Student services—similarly complex organization, perhaps with recent addition of resident halls
12. Library and academic technology
13. Undergrad housing – new traditional student model/Non-traditional student—urban
14. Assessment/evaluation of General education
15. International
16. Diversity
17. Faculty
18. Foundation /advancement
19. Facilities/master planning
The 5 Criteria of the Self Study

1. Mission & Integrity
2. Preparing for the future
3. Student Learning & Effective Teaching
4. Discovery & Application of Knowledge
5. Engagement & Service
Potential Cross Cutting Themes

Emerging (with a focus on the future)
Learning Focused
Responsive/Connected
Responsible
Emerging University with a focus on the future

Are our actions align with our mission?

Are we able to engage in effective strategic planning initiatives?

Will we be able to move forward in this time of financial constraint?

Does the university integrate new technologies into its learning environments and support systems?

Do we prepare students to live and work in a diverse, global and technological society?

Do we consider social and economic trends that will shape society and culture in the future?
Does the university learn about itself? (evaluation, listening to constituencies)

Do we perform effective and useful assessment of student learning?

Does the university create effective learning environments that support multiple learning styles?

Does the university value discovery of knowledge and does it create environments to support research?

Are the curricula and experiential learning opportunities current and relevant?
Responsive/Connected (2-way) University

Is the university “linked to the broader society?
Are internal connections (governance; admin) effective?
Does the university learn from those it wishes to serve?
Are community service activities integrated into learning opportunities?
Does the university protects its integrity while engaging in partnerships?
Does the university build effective bridges to high schools and colleges?
A 21st Century University

**Responsible University**
Does the university know what it is, what it wants to be, and is it actions mission driven?
Are the policies and practices inclusive and efficient?
Is the university self-analytical and committed to improvement?
Does the university hold itself accountable and protect its integrity?

Committed to improvement
Does the university appreciate diversity?
Are the internal and external communications effective?
How can you be involved?

Help educate the campus community

Volunteer to participate in working groups

Read and critique the Self Study (Summer/Fall 2010)

Participate in the NCA Site Team visit (April 2011)