

HLC STEERING COMMITTEE

Date: Tuesday, March 26, 2013

Time: 1:30PM – 2:30PM

Location: Carrington 203

Agenda Topics **Please note that handouts will not be provided at the meeting.**

1. Approval of meeting notes from February 19, 2013.
2. Communication Updates – collection of presentation dates missing from the February meeting notes.
3. Brief QIP update.
4. List of items of question/concern are listed in the minutes.
 - a. “The Interconnectivity of Public Affairs, Graduate Education and Research” Can we remove the fourth bullet based on documented work attached?
 - b. HLC Policy changes to assumed practices (2013 proposed revision). How does this change affect our question about B1g?
 - c. HLC will be posting a report on dual credit soon! A report will be made at the annual meeting in April.
5. Review of Long-Range Plan and goals <http://www.missouristate.edu/longrangeplan/> and additions to the evidence file.
6. Review KPI website <https://mis.missouristate.edu/KeyPerformanceIndicators/> and additions to the evidence file.

Next meeting date: April 16, 2013

Reports from those who attended HLC Annual Meeting. Be prepared to share.

Proposed schedule for 2013-2014:

- Summer 2013 – Break for the committee.
- Fall 2013/Spring 2014 – Collection of evidence and monthly report of how we meet each criterion, QIP update
 - September – QIP update
 - October – Criterion 1
 - November – Criterion 2
 - December/January – Criterion 3
 - February – Criterion 4
 - March – Criterion 5

Monthly report will highlight the evidence and all of the good work of Missouri State. Monthly report will be published so that the campus community can comment and also add evidence that we have missed.

Assignments

The Interconnectivity of Public Affairs, Graduate Education, and Research

All institutions of higher learning aim to create educated persons through teaching, research, and service initiatives. However, two broad aspects distinguish Missouri State University from other institutions of higher education in the state and region:

- Its statewide mission in public affairs, and
- Its graduate education and emphasis on research, creativity, and innovation.

Public affairs, graduate education, and research are interconnected in many ways. The reputation, status, and visibility of a University in the affairs of the public, comprised of potential students, alumni, policy makers, leaders, and other community members, is largely a function of the success of its graduate and research programs. A community's expertise is highly influenced by the development of quality leaders, administrators, professionals in specific disciplines and the research, creativity, and innovation that both support and in turn is fostered by graduate education. While not mutually exclusive or exhaustive, Missouri State's Public Affairs mission has been defined in relation to three broad themes— ethical leadership, cultural competence, and community engagement— and four specific goals, each supported by graduate education and research initiatives.

A. Ethical Leadership

Goal: Students will articulate their value systems, act ethically within a context of a democratic society, and demonstrate engaged and principled leadership.

- Graduate education (by rigorous curriculum, scholarly work, and practical experience) prepares students to be experts in their discipline and leaders in society.
- Ethical leadership principles (academic/research integrity) are intentionally (formally & informally) integrated into all graduate programs/courses; however, specific ethics courses are provided by individual programs, in addition to research ethics workshops/training developed by the Graduate College.
 - Types of courses: Foundations/Ethics, Research Methods, Professional Issues, Contemporary Issues, or Special Topics
 - Grad college/Research Compliance training: Responsible Conduct of Research, Human Subjects, Animal Care and Use
- Graduate students have an initial opportunity to apply or demonstrate ethical leadership in research projects that adhere to regulations and methodologies, teaching in the University, and other activities.
- Graduate education provides internships, practica, and other “real-world” opportunities that provide students a mechanism to develop discipline of framing questions and systematically seeking answers.
- Graduate students become socialized to the peer review process through theses, presentations, and publications.
- Graduate faculty themselves contribute to the ethical leadership theme by consulting, providing technical input on local problems, and/or giving input to policy makers.
- Graduate education and research initiatives provide Innovation Centers (e.g., JVIC, Institute for School Improvement, Physical Therapy Clinic, Child

Development Center, City Center Counseling Clinic, etc.) to foster advances in a discipline, serve the public, and seek democratic solutions to common problems.

B. Cultural Competence

Goal: Students will recognize and respect multiple perspectives and cultures.

- Graduate education/research is necessarily influenced by multiple perspectives
 - Graduate education involves socialization in-depth to multiple theories
 - Thesis or research presentations are submitted for review by multiple perspectives (committees)
- Interdisciplinary collaborations across campus, community, region, globe provide for an infusion of new perspectives
 - MSU Plant Science's collaboration with China Agricultural University
 - Collaboration between faculty in the Colleges of Education and Health and Human Services to establish research and tutoring partnerships with the Family Literacy Centers of Springfield.
 - Faculty in the Nursing, Theater, Media/Journalism/Film and the Center for Dispute Resolution have collaborated to develop a multi-level computer-based conflict intervention program for at-risk adolescents.
 - Faculty in the Colleges of Arts and Letters and Business Administration are jointly exploring artificial intelligence in artistic expression.
- The graduate student body has a larger international percentage (currently 12%), which contributes to cross-cultural interactions and scope.
- Graduate education allows greater immersion (research, internships, etc.) for multicultural awareness than found at the undergraduate level

C. Community Engagement

Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.

Goal: Students will recognize the importance of scientific principles in the generation of sound public policy.

- A key feature of Missouri State's focus on public affairs is the concept of *engaged scholarship*, which is defined by the Kellogg Commission on Community-Engaged Scholarship in the Health Professions, 2005 as the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. Such research clearly contributing to the common good and positions Missouri State as a significant resource in the community and the state. For example,
 - The Department of Biomedical Sciences has partnered with Springfield's Discovery Center to encourage community members, including school children, to be more engaged in research and knowledgeable.

- Visual and performing arts, especially involving faculty and graduate students, continuously engage the community, increasing creativity expression and quality of life
- The Institute for School Improvement (ISI) develops, manages, and evaluates projects—which also provide selected graduate assistants with mentored research experiences—exemplified by the *Ozarks Educational Research Initiative* (OERI), a membership-fee consortium of twelve school districts whose combined enrollment exceeds 60,000 students, engaged in collaborative research for continuous improvement of student learning.
- Research entails a process of inquiry that poses answerable questions that are then addressed systematically, according to accepted ethical, scientific practices, and then public dissemination of the results for peer review and evaluation. Making information publicly available extends the reach of the university.
- Societal problems, whether local, regional, national or global, are investigated systematically and suggested solutions are based on evidence gathered through accepted practices of ethical research. There is an integral connection between the issues of contemporary life and the conduct of inquiry as practiced in graduate courses and by faculty researchers. For example,
 - A Communication graduate course helped the Community Foundation of the Ozarks redesign its Request for Funding Proposal for grants supporting issues related to older adults by conducting a needs assessment. The information identified pressing needs of older adults. The first grant made under this new designation was to a consortium of organizations that compiled a resource directory and one-stop shop for information.
- Faculty and departmental partnerships with various community organizations (nonprofit, governmental, and for-profit) have made MSU expertise available to the community and have provided community-based laboratories for applied faculty research and provided internships and practica.
- The University's economic benefit to the community, through service learning and community service is estimated at 100,000 hours or the equivalent of more than \$1.5 million a year, involving more than 600 community partners.
- External grants, contracts (\$23 million) and federal research and development expenses (\$7 million) secured by University faculty have provided additional economic benefit to the community, particularly in relation to research and graduate education. For example,
 - Enhancing Children's Healthy Opportunities (ECHO) is a five-year \$1 million research and development project involving Springfield Public Schools, Burrell Behavioral Health, Community Partnership of the Ozarks, and Missouri State.



Policy Changes Proposed on First Reading

Title: Assumed Practices and Institutional Obligations of Affiliation

Background

Based on comments received from institutions and peer reviewers, certain Assumed Practices appeared to raise implementation questions. The Commission proposes adjustments to address these questions.

In the past the Criteria for Accreditation had been reviewed in their entirety every five years. In the future, the Board will consider adjustments to the Criteria, including the Assumed Practices, annually, usually with first reading in February and second reading in June.

Also, the Commission proposed a policy amendment that adds language to Institutional Obligation 13 to provide limited immunity to the Commission relative to statements or judgments made by the Commission in its evaluative role; such immunity would provide additional protection in the event that the Commission is sued related to claims made by individuals alleging defamation or similar charges.

Key to Proposed Changes

Policy wording to be deleted or revised is shown as strikethrough (~~old wording~~); new policy language, whether through addition or revision, is shown in bold (**new wording**).

Comments Invited

The Commission invites comments on these changes before the Board takes final action at its meeting on June 27-28, 2013. Comments can be sent to policycomments@hlcommission.org. Comments on these policies are due by May 6, 2013.

Policy CRRT.B.10.020	Assumed Practices
	<p>A. Integrity: Ethical and Responsible Conduct</p> <p>7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.</p> <p>a. An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for</p>

	<p>the licensing examinations in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.</p> <ol style="list-style-type: none">b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.c. An institution that advertises a program as preparation for a licensure, certification, or other qualifying examination publicly discloses its licensure pass rate on that examination, unless such information is not available to the institution. <p>B. Teaching and Learning: Quality, Resources, and Support</p> <ol style="list-style-type: none">1. Programs, Courses, and Credits<ol style="list-style-type: none">b. Institutions maintain structures or practices that ensure the coherence and quality of the programs for which they award a degree. Typically institutions will The institution requires that at minimum 30 of the last 60-120 credits earned for a the bachelor's degree that the institution awards and 15 of the final 30 60 credits for an the associate's degree it awards credits earned at the institution-² itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified. Institutions that do not maintain such a requirement, or have programs that do not, are able to demonstrate structures or practices that ensure coherence and quality to the degree. (Consortial arrangements are considered to be such structures. In addition, an institution that complies with the criteria for academic residency requirements of the Servicemembers Opportunity Colleges (SOC) will not be deemed out of conformity with this Assumed Practice provided that its policy is an exception for active-duty servicemembers and not for students in general.)c. The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.) (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses
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	<p>designed for graduate work.)</p> <p>² <i>For example, for a bachelor's degree requiring 120 credits, the institution accepts no more than 90 credits in total through transfer or other assessment of prior learning, and the remaining 30 must fall within the last 60 credits awarded the student.</i></p> <p>C. Teaching and Learning: Evaluation and Improvement</p> <p>5. Instructors communicate course requirements to students through syllabi in writing and in a timely manner.</p> <p>D. Resources, Planning, and Institutional Effectiveness</p> <p>5. The institution undergoes an external audit by a certified public accountant or a public audit agency of its own financial and educational activities and maintains audited financial statements finances separately from the finances of any other related entity or parent corporation. For private institutions the audit is annual; for public institutions it is at least every two years.³²</p> <p>6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement.)</p> <p>³² <i>Institutions under federal control are exempted provided that they have other reliable information to document the institution's fiscal resources and management.</i></p> <hr/> <p><u>Policy Number Key</u> Section CRRT: Criteria and Requirements Chapter B: Criteria for Accreditation Part 10: General</p> <hr/> <p><i>Last Revised:</i> <i>First Adopted: February 2012</i> <i>Revision History: Effective January 2013</i> <i>Notes: Notes: The Revised Criteria for Accreditation, Assumed Practices, and other new and revised related policies adopted February 2012 are effective for all accredited institutions on January 1, 2013. See Appendix A for information on the related policies that sunset December 31, 2012.</i> <i>Related Policies:</i></p>
<p>Policy INST.A.30.010</p>	<p>Institutional Obligations of Affiliation</p>

	<p>13. The institution agrees to accept binding arbitration in the event of an action by the Commission’s Board of Trustees that the institution disputes and is not able to resolve through the Commission’s processes. This agreement follows procedures developed and published by the Commission. The institution also agrees to grant immunity to the Commission from claims of civil liability related to judgments made by the Commission or its agents in the course of its work of accrediting institutions provided that it was acting in good faith and within the scope of its responsibilities.</p>
	<p><i>Policy Number Key</i> <i>Section INST: Institutional Policies</i> <i>Chapter A: Requirements for Achieving and Maintaining Membership or Affiliation with the Higher Learning Commission</i> <i>Part 30: Obligations of Membership and Affiliation</i></p> <hr/> <p><i>Last Revised: February 2012</i> <i>First Adopted: January 1983</i> <i>Revision History: Renumbered February 2010</i> <i>Notes: Policies combined November 2012 – 1.6, 2013 – 1.6(a), 1.6(b), 1.6(b)1. The Revised Criteria for Accreditation, Assumed Practices, and other new and revised related policies adopted February 2012 are effective for all accredited institutions on January 1, 2013. See Appendix A for information on the related policies that sunset December 31, 2012.</i> <i>Related Policies: INST.A.20.060 Commission Right to Reconsider Affiliation</i></p>