Making the Shoe Fit
The New Criteria and Research U

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Outline of Presentation

- Why use the new criteria?
- Evolution of self-study process
- Interpretation of Criteria 4 & 5
- Organization of self-study report
- Planning the team visit
- Lessons for others
Decision to Use New Criteria

- KU was first research university to use new accreditation criteria
- Seemed like a good idea at the time!
Self-Study Process

- Broad campus participation
- Committees
  - Steering committee
  - Working group
- Collecting evidence
  - Focus groups
  - Interviews
  - Activity mapping
Broad Challenges

- Accreditation criteria or cross-cutting themes?
- Interpretation of criteria
- Necessary repetition or mere redundancy?
Interpreting Criterion 4

**Acquisition, Discovery, & Application of Knowledge**

- Where is research?
- Life long learning?
- General education?
- Assessment?
- Usefulness of curriculum?
Interpreting Criterion 5

Engagement and Service

- Scope and complexity
- Assessment of need
- Evidence of capacity
- Evidence of value
- Integrative themes versus catalog listings
Interpreting Criterion 5

Engagement and Service

Service and engagement emerge directly from expertise in teaching and research
Organizing the Report
Additional Sections

- KU Story
- Structure of KU
- Significant Changes
- Response to 1994 Concerns
- Future Directions
- Academic Profiles
Organizing the Visit

- Group meetings
- Resource room materials
- Use of technology
- Briefing document
Recommendations
Research Universities

- Focus on criteria not themes
- Engage in activity mapping exercise
- Use group meeting format
- Consider additional sections
  - Significant changes
  - Academic profiles
Recommendations
Research Universities

- Identify the chair early
  - Work to interpret the criteria
  - Clarify expectations
- Insist that team be composed of individuals from like institutions
Recommendations

Higher Learning Commission

- Clarify criteria and components
- Provide examples for research universities
- Address need for redundancy