Criteria #1 – Mission and Integrity

- Mission articulated but not clear how widely understood [observation]

- Mission allows us to evolve

- Need to expand write-up on diversity
  - Edwards Campus
    - nontraditional working student population
    - post-graduate students
  - Multicultural Resource Center
  - Multicultural scholars

- Initiative 2001
  - How mission shaped this process
  - Service learning
  - Research experience
  - International experience

- Integrity
  - Management of conflict of interest
    - Board of Regents policy
    - Stringent policy compared to others
  - Intellectual property policy

- Student complaints/grievances
  - Drop ‘student’ label and expand to include faculty and staff
  - Drop reference to Wescoe Beach

- Events committee provides an access point for those wishing to express their views

- “One University” message recognized as important message
  Goal – still working on achieving it. It is relevant to communication. [observation]
• Weakness/opportunity:
  o International diversity
  o Hosting international students
  o Not all schools embrace international mission equally
    § Different levels of commitment and involvement
    § Good achievement in some areas
  o Communication issue - “Top 25” theme
  o Communication infrastructure substantially enhanced
  o Single email platform [big change]

• Will our mission statement serve us for the next ten years? [observation]
  o Performance agreements – tied to mission

Criteria #3 – Teach/Learn

• Assessment:
  o Important features
    § Continuous assessment at multiple levels
    § General education outcomes
      • What’s involved
      • What do we do with it
      • We have goals and process
    § Difficulty: Differences with each individual school and program
  o Weaknesses
    § Some schools have minimal General Education requirements
    § What we’ve done with General Education data – need to do more

• Board of Regents performance agreements – “Student Learning Outcomes” may be available next time
• ARTS form
• International experience designation on transcript
• Center for Teaching Excellence
  o Expand description
  o All GTA’s have training
  o Campus-wide training GTA’s [Not all departments participate]
    § University’s contract with GTA’s includes a condition of employment is to have training
    § Do we have formal “certification” of GTA’s?
    § Do we have foreign language speaking test?
  o Highlight teaching summit
  o CTE provides grants for teaching improvement
• Comment on IDS (Instructional Development and Support)
• 3rd year review – feedback regarding teaching
• Professional activities of faculty – link to teaching/learning, editorship, leadership
  (better fit with research)
• GTA teach __% of lower division courses
• Lots of examples of curriculum reform
  o Curricular changes that were driven by assessment, e.g.,
    Freshmen/Sophomore Experience report drove lots of changes
• Role of intra-university fellowships
• Diversity issue brought out
• Skills mastery – future learning potential
• Technology improvements – digital library
• Student support services enhanced
• Process about how we address change for each of the learning communities. What are we trying to do?
• Continuing education – independent study
• Weaknesses:
  o Intercampus programs
  o Ease of interaction for students (access to services) “part-time on one campus”
  o Medical Center and Edwards campus perception that “not our student”
  o Physical spaces
• Academic Policies & Procedures:
  o Constantly reviewing/revising student policies (e.g., withdrawal policies)
  o Weaknesses:
    • Access to classes needed (due to closed classes, etc.)
    • Students resorting to other institutions
      o JCCC for language and math
      o Continuing Ed for Western Civ