Higher Learning Commission

• The Criteria for Accreditation are organized under five major headings.

• Each Criterion has three elements:
  • Criterion Statement,
  • Core Components,
  • Examples of Evidence.
Innovation Through Collaboration:

• Criterion One: Mission and Integrity
• Criterion Two: Preparing for the Future
• Criterion Three: Student Learning and Effective Teaching
• Criterion Four: Acquisition, Discovery, and Application of Knowledge
Criterion Five
Engagement and Service

• Criterion Statement
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
Core Component 5A
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
Examples of Evidence

- Learning through advisory structures (campus, school, and departmental advisory groups)
- Community involvement in program review, specialized accreditations, and planning new programs
- Learning through requests for feedback (unit evaluations, feedback from accountability reports)
- Learning through the work of existing partnerships (e.g., WESCO/George Washington, Crispus Attucks Medical Magnet)
Core Component 5B
The organization has the capacity and the commitment to engage with its identified constituencies and communities.
Examples of Evidence

• Investment in leadership units (e.g., CSL, Solution Center, International Affairs)

• Capacity through internal and external collaborations and grants (TRIP, service learning scholarships)

• Philanthropic giving in support of engagement, Signature Centers
Core Component 5C
The organization demonstrates its responsiveness to those constituencies that depend on it for service.
Examples of Evidence

• Interdisciplinary and “21st century” degree programs and other curricular responsiveness
• Collaboration with elementary and secondary education (including Talent Alliance)
  • With and supporting schools, educational professionals, and associated neighborhoods
  • Support for elementary and secondary students (especially programs to support diverse populations)
• Partnerships with other postsecondary educational institutions
  • With Ivy Tech Indianapolis and Columbus for transfer and articulation, with Butler, University of Indianapolis, with Moi and Renmin
Examples of Evidence

• Engagement with health communities (including AMPATH)
  • Expanding the pool of service providers (Statewide Medical Plan, rural healthcare development)
  • Direct health care services (IU Health, service outreach from Medicine, Dentistry)
  • Building health capacity in communities (Nursing initiatives, Sound Medicine and other media programs)
Examples of Evidence

• Service supporting arts and culture
  (museums, music performances and innovation, archaeology, Herron/Basile, Shakespeare projects, Polis Center, Spirit & Place, nonprofit programs, library outreach in Columbus, public access and digital archive work of University Library)

• Collaboration for economic development
  (TRIP and similar research programs, collaboration with major economic development planning organizations)
• Core Component 5D
Internal and external constituencies value the services the organization provides.
Examples of Evidence

• Determining the value of internal constituencies for services to ourselves and others (student, faculty, and staff)

• Institutional rewards for engagement and service (faculty promotion and tenure, faculty and staff awards and recognitions, student awards and scholarships)
Examples of Evidence

- External constituencies’ value for IUPUI engagement and service
  - Surveys and conversations
  - Awards and other recognitions
  - Indirect expressions of appreciation (including implicit value through philanthropic giving, taking advantage of events and facilities open to the public, Cultural Trail, hosting of community activities in Indianapolis and Columbus)
  - Recognitions for professional and public service by individual faculty, staff, and students
  - Recognitions for schools and other units (Social Work, Dentistry)
  - Local and national awards to the campus
Strengths

• Civic engagement an explicit part of mission, overlapping and combining with other mission elements

• Strong commitment includes developing infrastructure, investing resources, supporting engaged research, conducting scholarship on service, promoting educational practices, assessing outcomes, and communicating identity to the public

• Strong network of existing connections that continue to generate new partnerships
Strengths

• Strong civic, business, and educational support in Columbus
• Explicit fostering of engagement in curriculum and co-curriculum through Academic Plan and RISE
• Financial structure and planning process that allow units to address new initiatives
• Culture of collaboration

• Others?
Challenges

- Diffusion makes holistic assessment difficult (examples of a couple of approaches to better describe activity)
- Additional mechanisms for capturing community voice and participation in campus activities.
- Developing with the central Indiana community a Civic Agenda.
- More even infusion of civically engaged pedagogies throughout the undergraduate and graduate curriculum

- Others?