Kalamazoo College
Self-Study Manual

Reaccreditation Planning Task Force
August 2010
# Table of Contents

**Kalamazoo College Self-Study Manual** ................................................................. 1  
**Introduction** .............................................................................................................. 3  
  - Purposes of the Self-Study .................................................................................. 3  
  - Goals of the Self-Study ..................................................................................... 3  
  - Structure of the Self-Study Team ..................................................................... 4  
  - Attributes of an Effective Self-Study ............................................................... 4  
  - Guidelines and Core Resources ....................................................................... 5  
  - Continual Education and Engagement of the Community During Reaccreditation ................................................................. 6  
    - Quarterly Face-to-Face Updates by Steering Committee Co-Chairs ...................... 6  
    - Cross Cutting Community Conversations (C4) ................................................ 6  
    - Internal Website ............................................................................................ 6  
    - Public Website .............................................................................................. 7  
    - Special Events .............................................................................................. 7  
**Self-Study Timeline** ................................................................................................. 8  
**Cross-Cutting Themes** .......................................................................................... 9  
**Steering Committee and Working Groups** ......................................................... 10  
  - The Steering Committee .................................................................................. 10  
    - Charge .......................................................................................................... 10  
    - Staffing ......................................................................................................... 10  
    - Resources ..................................................................................................... 11  
  - 1. Mission and Integrity ................................................................................... 11  
    - Criteria and Core Components .................................................................... 11  
    - Charge .......................................................................................................... 11  
    - Staffing ......................................................................................................... 12  
    - Resources ..................................................................................................... 12  
  - 2. Preparing for the Future ............................................................................... 14  
    - Criteria and Core Components .................................................................... 14  
    - Charge .......................................................................................................... 14  
    - Staffing ......................................................................................................... 14  
    - Resources ..................................................................................................... 15  
  - 3. Student Learning and Effective Teaching .................................................... 16  
    - Criteria and Core Components .................................................................... 16  
    - Charge .......................................................................................................... 16  
    - Staffing ......................................................................................................... 16  
    - Resources ..................................................................................................... 17  
  - 4. Acquisition, Discovery, and Application of Knowledge ................................. 18  
    - Criteria and Core Components .................................................................... 18  
    - Charge .......................................................................................................... 18  
    - Staffing ......................................................................................................... 18  
    - Resources ..................................................................................................... 19  
  - 5. Engagement and Service ............................................................................... 20  
    - Criteria and Core Components .................................................................... 20  
    - Charge .......................................................................................................... 20  
    - Staffing ......................................................................................................... 20  
    - Resources ..................................................................................................... 21
Introduction

The institutional reaccreditation process consists of two major components: the self-study and peer review. During the approximately two-year self-study process, the institution carries out a thorough and in-depth examination of all areas and aspects of its operations. The purposes of this examination are twofold: 1) establish that the institution meets the criteria for reaccreditation and 2) identify opportunities for institutional improvement. Upon completion of the self-study process, the institution prepares and submits a report of the self-study in preparation for peer review in the form of a comprehensive campus visit by a team of Consultant-Evaluators sent by the Higher Learning Commission (HLC) of the North Central Association. After the visit, the team prepares a report of their findings and recommendations, identifying areas that require institutional attention and/or Commission follow up.

Purposes of the Self-Study

The self-study process has two primary purposes. The first is to prepare a written, detailed, evidence-based analysis of the institution that demonstrates that the College meets the five HLC criteria for accreditation:

1. **Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

2. **Preparing for the Future.** The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

3. **Student Learning and Effective Teaching.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

4. **Acquisition, Discovery, and Application of Knowledge.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

5. **Engagement and Service.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Through a careful and thorough analysis, the second of the self-study purposes should also be accomplished, namely, the identification of opportunities for institutional improvement and the establishment of the resources and processes whereby these opportunities may be realized.

Goals of the Self-Study

The years since our last reaccreditation visit in 2003 have already seen considerable change in the institution. Were the 2003 team from HLC to visit the campus now, they would notice a number of very visible changes including dramatic enhancements to the physical plant and meaningful strides toward a more diverse community. A closer inspection of campus activities would uncover a variety of sustainability initiatives reflecting the importance we place on responsible world citizenship. But beyond these external developments are also changes near the heart of the institution. In just the past two years the College has adopted and begun implementation of a
new, open curriculum while also substantially expanding its engagement with the local and global community through the establishment of the Arcus Center for Social Justice Leadership.

In view of these fundamental institutional changes and based on its careful study of HLC materials on accreditation, review of College documents, and conversations with representative constituency bodies, the Reaccreditation Planning Task Force has established the following concrete goals to provide focus for the self-study process:

- Create a shared narrative that articulates the ways in which the transformations of the institution flow from and reinforce the College’s mission.
- Review campus engagement with the strategic planning process and assessment of progress toward plan priorities.
- Evaluate the progress the College has made since 2003 in building a culture of assessment and in using assessment for institutional improvement.
- Model transparency and inclusiveness in this important institutional process.

**Structure of the Self-Study Team**

To provide the necessary cross-campus engagement with the process and to ensure depth of expertise and analysis with respect to the five criteria, the self-study team will be composed of six groups: a single self-study Steering Committee and five criterion-specific working groups. Establishment and extensive use of effective communication channels (1) among these groups and (2) between these groups and campus constituencies will be essential to the success of the self-study. Throughout the process, the Steering Committee will provide regular updates to, and solicit input from, the Trustees of the College.

The charges and membership of these groups are provided beginning on page 10.

**Attributes of an Effective Self-Study**

On its website, the Higher Learning Commission lists the following attributes of a successful self-study ([http://www.ncahlc.org/](http://www.ncahlc.org/)):

- Fits the distinctive nature of the organization
- Achieves stated goals that guide the design and the conduct of the process
- Ensures effective evaluation of the whole institution
- Promises to have an impact on the institution beyond the Commission visit
- Engages multiple constituencies of the institution
- Builds naturally on existing and ongoing self-evaluation processes
- Has strong presidential and board support
- Draws on the expertise and credibility of recognized leaders throughout the institution
- Maintains regular and effective communication links with institutional constituencies
- Produces evidence to show that the Commission’s Criteria for Accreditation are met
- Produces a self-study report that meets the Commission’s needs
• Testifies to the institution’s commitment to peer review

With these attributes and the aims of the self-study in mind, this manual provides guidelines to the members of the Steering Committee and the five criterion-specific self-study working groups. In particular, it provides concrete resources and logistical details as well as overarching considerations and goals for the process.

**Guidelines and Core Resources**

The final written self-study report should be an in-depth, analytical, evidence-based document that addresses the five criteria. The narrative should also keep in view the four cross-cutting themes identified by HLC for the self-study, identifying ways in which Kalamazoo College is (1) Future-Oriented, (2) Learning-Focused, (3) Connected, and (4) Distinctive.

It is expected the Steering Committee and Criterion-specific working groups will consult a variety of resources during the self-study process and while preparing the final report. Provided below is a list of the most essential resources that should be consulted by the Steering Committee and all criterion-specific working groups.

• The Higher Learning Commission Resources
    - Pay special attention to the five criteria and the cross-cutting themes discussed in Chapter 3 of the handbook.
  - Policy Book (updated February, 2010)
    - This document changes in HLC policy between editions of the Accreditation Handbook.

• Kalamazoo College Accreditation documents
  - 2003 Kalamazoo College Self-Study
  - 2003 Report of the HLC Consultant-Evaluator team
  - 2006 Kalamazoo College Progress Report to HLC
  - 2006 HLC Response to the Progress Report

• Kalamazoo College Core documents
  - Mission statement and related documents
  - Strategic planning reports and documents
  - Distinctiveness Initiative Task Force (DITF) documents
  - Branding Initiative Reports
  - The Academic Catalogue
  - Capital campaign documents

A detailed listing of resources specific to each working group is provided in the [Working Groups](#) section below. It is expected that most resources will be in electronic format and will be accessed and shared through use of a collaborative content-management system such as SharePoint. The Steering Committee will be responsible for working with Information Services to ensure that this system is put in place early in the self-study process. It is expected that many of the resources archived and developed via this system will become part of the resource room made available to the HLC team.
Continual Education and Engagement of the Community During Reaccreditation

Outlined below are the major components of a plan for engaging and communicating with institutional constituencies throughout the Self-Study. The Self-Study Steering Committee will be responsible for finalizing and administering this plan.

Quarterly Face-to-Face Updates by Steering Committee Co-Chairs

The steering committee co-chairs should provide quarterly face-to-face updates regarding the self-study process to the following constituent groups:

- All Campus Gathering
- Community Council
- Faculty
- Administrative Staff group
- Support Staff group
- Facilities Management group
- Student Commission
- Academic Affairs Committee of the Board of Trustees
- Alumni Association Executive Board

Cross Cutting Community Conversations (C4)

Cross cutting groups drawn from on-campus constituencies (students, faculty, staff, and administration) should be formed early in the self-study to foster “deliberative dialogues” about the reaccreditation process and issues related to the five criteria. The specific purposes of the groups would be to (1) to educate the community about reaccreditation and (2) to gather evidence for the self-study. In and of themselves, the groups would be an act of community building, conversation, and communication. The specific number, size, and foci of these groups will be determined by the steering committee in collaboration with the criterion working groups.

Internal Website

An “internal website,” accessible to all campus constituencies through the “Hornet Hive” community portal, will be established to:

- Explain what reaccreditation is and why we do it
- Detail the full process of the self-study and the HLC visit
- Provide a timeline and “reaccreditation thermometer” showing where we are in the process
- Give access to relevant documents (e.g., prior accreditation documents, draft chapters of the self-study, etc.)
**PUBLIC WEBSITE**

A “public website,” accessible to off-campus constituencies, will be established to:

- Explain what reaccreditation is and why we do it
- Discuss the self-study process
- Solicit feedback from “external” constituents
- Become the repository for finished public documents at the conclusion of the reaccreditation cycle.
- To ensure easy access, links to this site will be located in a variety of locations including the College home page, the alumni portal, BeLight, etc.

The two sites described above are distinct from the resource room and SharePoint systems though some web pages and documents will be accessible from multiple “locations.”

**SPECIAL EVENTS**

- To promote broad campus engagement with the self-study process, the Steering Committee should consider the following:
- Special events to celebrate key stages in the process, such as completion of the Self-Study rough draft.
- Communication strategies that both educate and build excitement (table tents, pens and other knick-knacks, community gatherings, parties, etc.)
- A “name” for the reaccreditation process.
Self-Study Timeline

A tentative timeline as of May 2010 is provided below:

May 2009  Reaccreditation Planning Task Force appointed by President Wilson-Oyelaran

AY 2009-2010  Reaccreditation Planning Task Force meets to prepare for the Self-Study process

June 2010  Reaccreditation Planning Task Force completes self-study design

September 2010  The Steering Committee and working criterion-specific working groups begin the self-study process.

Fall 2010-Winter 2011  Working groups gather data, conduct interviews, analyze, and develop draft reports for submission to the steering committee

April 2011  Representatives attend the HLC Annual Conference

Spring 2011  Working groups submit draft reports to the steering committee

Summer 2011  Steering committee communicates to the HLC desired competencies of the Consultant-Evaluator team

Fall 2011  Steering Committee prepares draft of the Self-Study

Winter/Spring 2012  Steering Committee circulates the Self-Study draft to all on-campus constituencies for comment

May-July 2012  Self-Study editor compiles the final Self-Study report

July 2012  Steering Committee solicits third party comment

August 2012  Steering Committee chair sends the final report and all required documents to the HLC

Late August 2012  Steering Committee provides evaluation materials to the Consultant-Evaluator team and HLC staff

October 2012 (or later)  Team visit
Cross-Cutting Themes

On pages 3.3.1-3.3.5 in the Handbook of Accreditation, the Higher Learning Commission has identified four themes that cut across the five Criteria and support its mission, vision, and core values. Though focusing on a single criterion, each working group should keep the cross-cutting themes in view and address them in their investigations and reports.

I. The Future-Oriented Organization
- Engages in planning
- Is driven by the mission
- Understands social and economic change
- Focuses on the futures of constituents
- Integrates new technology

II. The Learning-Focused Organization
- Assesses student learning
- Supports learning
- Supports scholarship
- Creates the capacity for lifelong learning
- Strengthens organizational learning

III. The Connected Organization
- Serves the common good
- Serves constituents
- Creates a culture of service
- Collaborates
- Engages in healthy internal communication

IV. The Distinctive Organization
- Has an unambiguous mission
- Appreciates diversity
- Is accountable
- Is self-reflective
- Is committed to improvement
Steering Committee and Working Groups

The Steering Committee

**CHARGE**

- Provide oversight for the self-study process.
- Articulate a timeline for the working group work and provide guidelines for the evaluative reports.
- Finalize and administer the plan for engaging the campus community in the self-study process.
- Identify a primary author/editor of the self-study document.
- Build and manage the resource room collection of documents supporting the self-study.
- Liaise with Information Services to develop and maintain internal and public websites.
- Respond to questions and provide information to criterion-specific working groups throughout the self-study process.
- Ensure that the cross cutting themes are adequately investigated and discussed.
- Review and respond to interim and final evaluative reports prepared by the criterion-specific working groups.
- Organize, prepare, and approve the final self-study report, ensuring that all constituencies have had ample opportunity for input and comment.
- Liaise with and prepare for the HLC team visit.
- Review the HLC team reports and consult with the President regarding her written response to the report.
- Provide leadership for any follow-up needed to the self-study.

**STAFFING**

**Committee Co-Chairs**
- Eric Nordmoe, Associate Professor of Mathematics
- Kathleen White Smith, Professor of Romance Languages and Literature

**Administration**
- Anne Dueweke, Director Faculty Grants & Institutional Research
- Michael McDonald, Provost
- Sarah Westfall, Vice President for Student Development & Dean of Students

**Working Group Chairs**
1. Tom Smith, Professor of Chemistry
2. Bob Batsell, Professor of Psychology
3. Paul Sotherland, Professor of Biology
4. Siu-Lan Tan, Associate Professor of Psychology
5. Jeanne Hess, Professor of Physical Education
Information Services
Stacy Nowicki, Library Director

Staff
Heather Garcia, CIP Resource Room Coordinator

Students
TBD

RESOURCES
The Steering Committee will consult core resources and, as needed, the criterion-specific resources recommended to the working groups below.

1. Mission And Integrity

CRITERIA AND CORE COMPONENTS
Criterion One Statement: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Core Component 1c: Understanding of and support for the mission pervade the organization.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Core Component 1e: The organization upholds and protects its integrity.

CHARGE
• Identify and gather all available relevant documents. Where needed, develop resource documents or summaries appropriate to the criterion. (See Resources below.)

• Review all documents and information gathered, engage in on-going conversations with all campus constituents, and regularly report to the Steering Committee.

• Articulate how the College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve all constituencies.

• Identify areas in the core components listed above where we may not be fully realizing the institutional mission. As these are identified, notify the Steering Committee.

• Prepare and submit to the Steering Committee an evaluative report on your criterion that addresses the core components listed above.
While working on your criterion, pay attention to the cross-cutting themes, identifying the ways in which we are (1) Future-oriented, (2) Learning-focused, (3) Connected, and (4) Distinctive.

**STAFFING**

**Chair**
Tom Smith, *Professor of Chemistry*

**Administration**
Joe Brockington, *Associate Provost for International Programs*
Elizabeth Candido, *Chaplain*
Dana Jansma, *Associate Dean of Students*
Nicole Kragt, *Assistant Registrar*

**Faculty**
Andy Mozina, *Associate Professor of English*
Richard Koenig, *Professor of Art*

**Staff**
Diane Pechota, *Operations Coordinator, Admissions and Financial Aid*

**Students**
TBD

**RESOURCES**
The Mission and Integrity working group should consult the core resources and the criterion-specific resources recommended below:

**Criterion-specific documents**
- Admissions materials (Viewbook and more)
- Case statement for campaign
- Handbooks for faculty, students, administrators, staff
- Honor System statement
- Institutional Financial Statement and Audit Statements
- Institutional Goals and Divisional Goals from President’s Staff areas for each year (exist at least since President Wilson-Oyelaran’s arrival)
- Institutional learning outcomes/goals
- *Lux Esto* magazines, *Be Light* on-line alumni newsletter, and other alumni publications
- Master Plan
- Mission/Vision/Goals statements from divisions and departments
- Policy documents:
- Conflict of interest policies
- IRB documents
- Research misconduct policy
- Responsible conduct of research policy (under development)
- Whistleblower document

**Resources to be developed**

- Lists of activities that have supported the mission, the diversity of learning, and organizational integrity. [E.g., Committee on Teaching or advising activities in support of diverse students and learning; internal auditor hired to ensure organizational integrity]

- Board document reflecting/summarizing mission driven work; other documents related to board reorganization

- Collection of revised policy documents (and rationale for those revisions) [E.g., student conduct policy, sexual harassment policy, conflict of interest policy, gift and receipting policies]

- Documenting places where organizational structure was changed (with rationale) [E.g., Director of Athletics, Academic Council, selected faculty governance committee changes, division chairs, Student Commission constitution and reorganization, Alumni Association Executive Board bylaws]
2. Preparing For The Future

Criteria and Core Components

Criterion Two Statement: The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Charge

- Identify and gather all available relevant documents. Where needed, develop resource documents or summaries appropriate to the criterion. (See Resources below.)

- Review all documents and information gathered, engage in on-going conversations with all campus constituents, and regularly report to the Steering Committee.

- Articulate how the College’s resources and processes for evaluation and planning demonstrate its capacity to fulfill its mission, enhance the quality of education for its students, and respond to future challenges and opportunities.

- Identify areas in the core components listed above where our allocation of resources and planning processes could be better aligned with our institutional mission. As these are identified, notify the Steering Committee.

- Prepare and submit to the Steering Committee an evaluative report on your criterion that addresses the core components listed above.

- While working on your criterion, pay attention to the cross-cutting themes, identifying the ways in which we are (1) Future-oriented, (2) Learning-focused, (3) Connected, and (4) Distinctive.

Staffing

Chair
Bob Batsell, Professor of Psychology

Administration
Lindsay O’Donohue, Manager of Prospect Research, College Advancement and Development
James Prince, Vice-President for Business and Finance
Eric Staab, Dean of Admissions
Faculty
Patrik Hultberg, Associate Professor of Economics
Kristen Smith, Director of Athletics
Chuck Stull, Instructor of Economics

Staff
Victor Garcia, Groundskeeper, Facilities Management
Christy Honsberger, Office Coordinator Alumni Relations

Students
TBD

RESOURCES
The Preparing for the Future working group should consult the core resources and the criterion-specific resources recommended below:

Criterion-specific documents

- 5-year budget model
- Admission and retention reports
- Admission strategy documents
- Assessment documents from departments and programs throughout the College
- Board of Trustee Meeting Minutes
- Branding documents
- Budget data, financial reports
- Climate Action Plan
- Community Council minutes
- Endowment reports
- Faculty Planning & Budget minutes
- Faculty-student-staff ratios
- FTEs of faculty and staff
- Information technology planning documents
- Master plan
- Moody’s rating
3. Student Learning And Effective Teaching

CRITERIA AND CORE COMPONENTS

Criterion Three Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Core Component 3b: The organization values and supports effective teaching.

Core Component 3c: The organization creates effective learning environments.

Core Component 3d: The organization’s learning resources support student learning and effective teaching.

CHARGE

- Identify and gather all available relevant documents. Where needed, develop resource documents or summaries appropriate to the criterion. (See Resources below.)

- Review all documents and information gathered, engage in on-going conversations with all campus constituents, and regularly report to the Steering Committee.

- Articulate how the College assesses student learning and teaching effectiveness to demonstrate that it is fulfilling its educational mission.

- Identify areas in the core components listed above where we may not be fully realizing our educational mission. As these are identified, notify the Steering Committee.

- Prepare and submit to the Steering Committee an evaluative report on your criterion that addresses the core components listed above.

- While working on your criterion, pay attention to the cross-cutting themes, identifying the ways in which we are (1) Future-oriented, (2) Learning-focused, (3) Connected, and (4) Distinctive.

STAFFING

Chair
Paul Sotherland, Professor of Biology

Administration
Brian Dietz, Director, Student Activities and Hicks Center
Zaide Pixley, Dean of the First Year and Advising
Robin Rank, Reference Librarian

Faculty
Jennifer Einspahr, Associate Professor of Political Science
Mike Sosulski, Associate Professor of German

Staff
Casey Delaney, Academic Records Coordinator, Registrar’s Office

Students
TBD
RESOURCES
The Preparing for the Future working group should consult the core resources and the criterion-specific resources recommended below:

Criterion-specific documents
- Advising materials; new curriculum worksheets and workshop data
- Assessment Committee minutes
- BCSSE-NSSE Surveys
- Center for Career and Professional Development Documents
- Center for International Program Documents
- CIRP Survey
- Collegiate Learning Assessment (CLA) data
- Committee on Experiential Education
- Committee on Teaching Minutes and Reports
- Department and program assessment plans and annual reports
- Department and program external review reports
- Enrollment statistics
- Student-faculty and student-staff ratios
- Faculty Development Committee Minutes and Reports
- Faculty Handbook
- Financial reports
- Grad school acceptance rates
- Graduation and retention rates
- Graduation audits
- Information Services Documents (lab usages, available resources?)
- Library usage and collection data
- The Mary Jane Underwood Stryker Institute for Service-Learning documents
- Minutes of the Academic Affairs Subcommittee of the Trustees
- “Outcomes of a Kalamazoo College education” document approved by the Faculty
- Personnel committee reports
- PhD productivity data
- Registrar classroom space and usage data?
- Student Commission minutes
4. Acquisition, Discovery, and Application of Knowledge

CRITERIA AND CORE COMPONENTS
Criterion Four Statement: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of Intellectual Inquiry are integral to its educational programs.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

CHARGE
• Identify and gather all available relevant documents. Where needed, develop resource documents or summaries appropriate to the criterion. (See Resources below.)
• Review all documents and information gathered, engage in on-going conversations with all campus constituents, and regularly report to the Steering Committee.
• Articulate how the College promotes a life of learning for all constituents.
• Identify areas in the core components listed above where we could be more effectively promoting a life of learning in ways consistent with our institutional mission. As these are identified, notify the Steering Committee.
• Prepare and submit to the Steering Committee an evaluative report on your criterion that addresses the core components listed above.
• While working on your criterion, pay attention to the cross-cutting themes, identifying the ways in which we are (1) Future-oriented, (2) Learning-focused, (3) Connected, and (4) Distinctive.

STAFFING
Chair
Siu-Lan Tan, Associate Professor of Psychology

Administration
Liz Smith, Reference Librarian
Jacqueline Srodes, Career Counselor
Margaret Wiedenhoeft, Associate Director, Center for International Programs

Faculty
Laura Furge, Associate Professor of Chemistry
Bruce Mills, Professor of English
Staff
Sally Arent, Administrative Secretary for Dean of Students

Students
TBD

RESOURCES
The Acquisition, Discovery, and Application of Knowledge working group should consult the core resources and the criterion-specific resources recommended below:

Criterion-specific documents
- Arcus Center documents
- Assessment Committee Minutes
- Assessment documents
- CIP documents
- Committee on Teaching minutes
- Documentation of faculty accomplishments?
- Educational Policies Committee minutes
- Faculty CVs and aggregates of faculty scholarship
- Faculty Development Committee minutes
- Faculty Grants Web site (under development)
- Faculty Handbook
- Financial reports
- GLCA New Directions materials
- Honor System documents
- IRB documents
- Lux Esto
- Mellon course development materials
- Research misconduct policy
- Responsible conduct of research policy (under development)
- SIP Assessment
- Teagle mini-grant materials
5. Engagement And Service

**Criteria and Core Components**

**Criterion Five 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.

**Core Component 5b:** The organization has the capacity and the commitment to engage with its identified constituencies and communities.

**Core Component 5c:** The organization demonstrates its responsiveness to those constituencies that depend on it for service.

**Core Component 5d:** Internal and external constituencies value the services the organization provides.

**Charge**

- Identify and gather all available relevant documents. Where needed, develop resource documents or summaries appropriate to the criterion. (See Resources table below.)
- Review all documents and information gathered, engage in on-going conversations with all campus constituents, and regularly report to the Steering Committee.
- Articulate how the College identifies and serves its constituencies in ways that are consistent with its mission.
- Identify areas in the core components listed above where we may be inadequately serving one or more constituency group. As these are identified, notify the Steering Committee.
- Prepare and submit to the Steering Committee an evaluative report on your criterion that addresses the core components listed above.
- While working on your criterion, pay attention to the cross-cutting themes, identifying the ways in which we are (1) Future-oriented, (2) Learning-focused, (3) Connected, and (4) Distinctive.

**Staffing**

**Chair**
Jeanne Hess, Professor of Physical Education

**Administration**
Allison Geist, Director, MJU Stryker Institute for Service-Learning
Jaime Grant, Executive Director, Arcus Center for Social Justice Leadership
Kate Leishman, Assistant Director, Student Activities
Suzanne Lepley, Senior Assistant Director, Admissions

**Faculty**
Sarah Lindley, Associate Professor of Art
Staff
Peggy Cauchy, Office Coordinator, Physics, Math, and Computer Science

Students
TBD

RESOURCES
The Engagement and Service working group should consult the core resources and the criterion-specific resources recommended below:

Criterion-specific documents

- Admission documents
- Alumni Relations documents
- Arcus Center for Social Justice Leadership – developing
- Assessments – of student experiences and of community benefit – of service-learning program, and involvement of community in these assessments
- Evolution of the Stryker Center and community outreach
- Faculty Annual Reports
- Faculty Development Committee Minutes
- Faculty Handbook
- Guilds – description, and assessment of how it serves students and alumni
- Information on community partners in service-learning, service-learning courses and programs
- Internship/Externship programs, lists of partners, and assessment
- Lux Esto magazines, Be Light on-line alumni newsletter, and other alumni publications
- Mission, Vision and Goals of our Service-Learning program
- NSSE and other reports on the student experience
- Staff Handbook
- Student Athlete experience assessments
- Summer outreach program materials – E.g., athletic camps, HHMI middle school math program, HHMI Art & Science of Medicine program

Resources to be developed

- Inventory of College personnel or student organizations and their connections to the community – E.g., Northside Ministerial Alliance (Joshua-Wathel, Fink), Arcadia Commons West (van Sweden), United Way Campaign, YWCA
- Inventory of partnerships – E.g., USTA, WMU (reciprocal enrollment, other)
- What is the community impact of K College’s presence and programs beyond service-learning?
• Inventory of College’s involvement in local, regional, national and international professional organizations – E.g., Joe Brockington and NAFSA: Association of International Educators; Brian Dietz in Department of Education.

• Policies for community access to college facilities and programs