Academic Affairs Council: Retreat Minutes
August 10, 2011

Present: Braitman, Breese, Cirincione, Clump, Daley, DeBasio, Graham, Homan, Hathman, McDonald, Quick, Ramey, Spake, Thrower, Vargas, Volin

Absent: Hathman

Guests: Rick Hanson, Emmett Perry

I. Prayer led by Julia Vargas

II. Reflection led by Ellen Spake

A. Components of Ignatian Pedagogy
   Process by which teachers accompany learners in the pursuit of competence, conscience, and compassionate commitment.

   International Commission on the Apostolate of Jesuit Education issued *Ignatian Pedagogy: A Practical Approach* in 1993 as a model that speaks to the Jesuit teaching-learning process, addresses the teacher-learner relationship, and has practical meaning and application for the classroom.

   Five key teaching elements:

   1. Context – What needs to be known about a learner’s environment to teach them well?
   2. Experience – What is the best way to engage learners as whole persons in the teaching and learning process?
   3. Reflection – How may learners become more reflective so they more deeply understand what they have learned?
   4. Action – How do we compel learners to move beyond knowledge to action?
   5. Evaluation – How do we assess learner’s growth in mind, heart, and spirit?

B. Benefits:

   1. Helps teachers be better teachers
   2. Personalizes learning
   3. Stresses the social dimension of both teaching and learning
III. Self Studies and Pathways – Jeff Breese

The Self-Study process for Rockhurst University is based on the five accreditation criteria of the Higher Learning Commission. Our work culminates in a team visit to our campus in October, 2012. The five criteria framing the self-study and review are:

A. Five Accreditation Criteria

1. **Mission & 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, & 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.

Rockhurst University is an accredited institution of higher education. We are accredited by the Higher Learning Commission (HLC) and are a member of the North Central Association of Colleges and Schools (http://www.ncahlc.org).

B. Facts about university accreditation:

1. Rockhurst’s accreditation means that students are eligible for federal and state financial aid.

2. Rockhurst’s accreditation gives flexibility in transfer of credit.

3. Rockhurst’s accreditation gives assurance that a Rockhurst degree is valid.

4. Rockhurst’s accreditation assures donors that an education at Rockhurst University is valuable.

5. Rockhurst’s accreditation means that we have evidence that a Rockhurst education is consistent with Rockhurst’s mission.

C. Role of the HLC

Rockhurst’s self-study process for re-affirmation of our university’s accreditation by the Higher Learning Commission will:

1. Examine institutional activities in view of the mission statement of the University;
2. Evaluate and analyze Rockhurst educational programs, support services, resources (human, financial, and physical), administration, governance, and planning processes with respect to the University’s mission and HLC-NCA Criteria;
3. Review and document major institutional changes which have taken place since the last Self-Study;
4. Achieve continuing accreditation from the North Central Association; and
5. Ensure that the collection and analysis of evidence of institutional effectiveness informs both the self-study report for HLC and university preparation of Strategic Plan 2012-2017.

D. Calendar of Key HLC Events and Activities (SSCC=Self-Study Coordinating Committee)

Prior to Fall, 2011

1. Since fall semester, 2009 the SSCC has been working on the self-study for the institution. This work has included the development of various committees as well as gathering and analyzing myriad data and resources in preparation for the first drafts of chapters.
2. February, 2011 Dr. John Taylor, the HLC liaison, spent the day on campus providing feedback to the progress and plan to date and he met with various campus constituencies including members of the Board of Trustees.
3. Spring 2010 and 2011, members of the SSCC attended the annual meeting of the HLC.

Fall, 2011

1. Criterion Committees continue to refine their analysis and chapter drafts.
2. SSCC communicates progress of the self-study process to University stakeholders.
3. Early September campus-wide survey to all faculty, staff, and students; engages community in the self-study.
4. September Board of Trustees Retreat- element linked to the self-study.
5. Hospitality & Campus Engagement planning begins.
6. SSCC continues to invite feedback on the draft self-study report that will be shared with members of the campus community.

Spring, 2012

1. Each Criterion Committee provides second draft, due in early January.
2. SSCC evaluates community feedback / Writing Team makes further revisions.
3. President / SSCC co-coordinators provide self-study progress reports to the Board of Trustees in March and June.
4. Late spring conduct a “mock visit.”
5. Reading Team begins review of self-study report.
Summer, 2012

1. In June, Writing Team completes and Reading Team concludes analysis of final draft of the self-study and submits it to the President.

2. Begin preparations for visit. Actions will include but not be limited to:
   - Final preparation within Electronic Resource Room;
   - Prepare “Institutional Snapshot”;
   - Complete “Federal Compliance Guidelines”; and
   - Facilitate the “Third Party Comments” process [comments direct to HLC].

Fall, 2012

1. Share completed self-study with RU stakeholders and continue preparing them for the visit.

2. Comprehensive team on campus visit: **October 21 to 23.**

Spring, 2013

1. Respond to draft team report with corrections of error of fact.

2. Send response to final report to HLC.

3. Late spring, identification of AY 2013-2014 Objectives under each Strategic Direction in new strategic plan enables the university to react immediately to HLC Evaluation Team’s findings and recommendations.

E. Pathways

The new model proposes to separate the continued accreditation process as currently carried out into two components: the Assurance Process and the Improvement Process.

1. **Assurance Process** will require the accumulation over time of electronically stored information and data the institution already collects or prepares, together with an Assurance Argument that makes the case that the institution continues to meet the Criteria for Accreditation and the federal requirements.

2. **Improvement Process** will replace the traditional self-study with a "pathway," a Quality Initiative the institution will undertake as something it wants to do, and will culminate in a Results Visit by peer reviewers.

   From the HLC Website ([http://www.ncahlc.org/](http://www.ncahlc.org/)):

   **The Improvement Process**

   The Improvement Process consists of a major Quality Initiative that the institution undertakes. This process is required for continued accreditation in conjunction with the Assurance Process. The Improvement Process typically occurs once every ten years, within the five-year period between the Assurance Reviews in Year 4 and Year 10. The Improvement Process is intended to allow institutions to take risks, aim high, and if so be it, learn from only partial success or even failure.
The Quality Initiative

The Quality Initiative can take one of three forms: (1) the institution designs and proposes its own Quality Initiative to suit its present concerns or aspirations; (2) the institution choose an initiative from a menu of topics, such as the following examples:

- the institution undertakes a broad based self-evaluation and reflection leading to revision or restatement of its mission, vision, and goals;
- the institution determines to focus on sustainability in its operations and throughout its curricula;
- the institution joins with a group of peer institutions, which it identifies, to develop a benchmarking process for broad institutional self-evaluation;
- the institution undertakes a multi-year process to create systemic, comprehensive assessment and improvement of student learning;
- a four-year institution joins with community colleges to create a growth program based on dual admission, joint recruitment and coordinated curriculum and student support;
- the institution pursues a strategic initiative to improve its financial position;
- or (3) the institution chooses to participate in a Commission-facilitated program. Currently, the Commission has one such program, the Academy for Assessment of Student Learning.

IV. Rockhurst Leader Development White Paper – Rick Hanson and Emmett Perry

A. Leadership Committee

1. Leadership White Paper has been written
2. Invites the institution to empower the staff and faculty to be leaders (“Everyone is a leader every day, whether poorly or well,” Mr. Chris Lowney).
3. Need to develop or take the next action steps to implement the White Paper

B. Challenges for the Leadership committee

1. “Middle piece” is missing – priorities, short-term plan, long-term plan
2. Seeking “approval” by the University and identifying resources
3. Need “buy-in” from persons asked to implement next steps
4. Need to provide a definition of leadership to erase the “scariness” of being a leader

V. White Paper Reflection and Sharing – Matt Quick and Julia Vargas

A. What does leadership mean to each individual personally and/or what resonated personally after reading the Leadership White Paper?

1. Serving others – not necessarily by a “title” but also by accomplishments
2. Adaptability (elected or imposed) to think outside the box to reach others or expand horizons
3. Discipline to reflect (find God in all things)

A. Where are we now? – Inventory

1. Need a central process a repository for information
2. Standards for telling the story
3. Do have it as part of our cornerstone/mission
4. Examples at this point, no guide for us
5. Lack of communication and structure (school and institutional level)
6. Conversations on core values have laid a groundwork
7. History/function of Leadership committee could be clarified
8. Have “pockets” of folks doing it
9. Assets in human capital resources
10. Variety of second tier level activities – but not necessarily aware of each others’ efforts

B. Where do we want to be? – Outcomes

1. Students able to articulate their leadership formation
2. All campus members able to articulate shared vision of leadership
3. Direct Leadership committee to survey community (“What is going on?”)
4. Assess data
5. Achieve National Recognition
6. Resource library of materials on leader formation
7. More public display and discussions
8. Clarifying learning outcomes
9. Certificate/minor in leadership
10. Being known as a “leadership” centered institution
11. Leadership passport (SLU – transcript as example)
12. Students able to articulate where/how they could demonstrate leadership
13. Developmental activities for/with faculty and staff
14. Connecting the community of folks already engaged
15. Placement rates/alumni network
16. Make decisions based on the “cabinets of data” we do have
17. Communicating, being systematic
18. Identify critical gaps

C. How do we get there? – Structure

1. Course release for faculty to gather data/resources
2. Who gets the charge?
3. Cadre of leaders leading the charge
4. Center for Leadership (with Director who is chair of Leadership committee)
5. Reconceptualize university structure
6. Getting away from “silo” structure  
7. Leadership at center of spokes to other centers promoting synergy  
8. Spheres connected to it of various efforts

VII. Aligning AAC with Rockhurst Strategic Directions – Matt Quick

A. Rockhurst University Strategic Plan 2006-2007

Phases completed:

1. Phase 1 - Validate Mission, Clarify Core Values and Create a Shared Vision  
2. Phase 2 – Situation Analysis Leading to Identification of Critical Issues  
3. Phase 3 – Identify Strategic Directions

B. Academic Affairs Council will need to be thoughtful of Strategic Directions as develop the 2011-2012 agenda.

C. Challenge = to think about the “transformation of lives” as stated in The RU mission.

D. Developing the Strategic Plan and setting objectives is an on-going, a continual process.

VIII. Agenda and Calendar Setting

A. Topic Suggestions

1. HLC Self Study Updates – Jeff Breese (Oct. 5)  
2. Learning Center – Ann Volin  
3. Enrollment  
4. F.I.P. – Tim McDonald (Nov. 2)  
5. Education Department of Integrity (RU and RCN)  
6. RCN Talking Points for Mock Visit – Nancy DeBasio (Sept. 21)  
7. Development – Matt Quick (Jan. 25)  
8. CORA (Core Assessment) – Keli Braitman (Sept. 7)  
9. NSSE, SSI – prioritize surveys, effective use of data  
10. Retention/Advising (Nov. 16) – Sandy Waddell & Mike  
11. Recruitment – Lane Ramey  
12. MA Proposal (GPS) – Jeff Braitman  
13. Leadership – Emmett Perry & Rick Hanson  
15. Review of Strategic Plan Objectives – Sharon Homan & Tim McDonald

(see accompanying 2011 Academic Affairs Calendar)
IX. Committee Lists

A. Updated lists were handed out for review.

B. Corrections, additions, and suggestions were noted.

1. Leadership committee will report as sub-committee to Academic Affairs Council
2. Retention committee reports to VP of Student Development & Athletics
3. Service Trip Advisory and International & Global Perspective committees will set some protocol for risk management

Motion for changes and structure regarding Leadership committee was made. Motion seconded and approved.

Meeting adjourned.