

Criterion Four: 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.

“An organization of higher education values “helping that student become an independently creative person, an informed and dependable citizen, and a socially aware and responsible individual. An organization of higher learning sets goals for learning and behavior relevant to these multiple and vitally important needs.” We need to prepare “knowledge workers.”

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

The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

[and]

The organization’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty and staff.

Tasks:

- 1. Determine the amount of funds used to support professional development. This should include the Extended Campus funds used for professional development.**
- 2. The Council of Administrators and the Classified Staff Council might report on the adequacy of professional development activities available to them.**

*The board has approved and disseminated statements supporting **freedom of inquiry** for the organization’s students, faculty, and staff and honors those statements in its practices.*

The Trustees have adopted a statement on Academic Freedom. Also see the Student Handbook for freedom of inquiry. *[Some members of the Steering Committee believe that MSCD has a process to investigate if someone’s academic freedom has been compromised. Where is that policy? Is it the harassment policy (for political beliefs)?]*

Academic Freedom Policy from the *Handbook for Professional Personnel*

The Board of Trustees endorses the principle of academic freedom, which means the freedom to discuss academic subjects fully, engage in research and publish the results of research, and write or speak as citizens without fear of institutional censorship or discipline, provided individuals do not represent themselves as speaking for the College.

Academic Freedom Policy from the Trustees' Policy Manual

The Board of Trustees endorses the principle of academic freedom, which means the freedom to fully discuss academic subjects; engage in research and publish the results of research; and write or speak as citizens without fear of institutional censorship or discipline, provided that individuals do not represent themselves as writing or speaking for the College. The Board also recognizes that while it has the ultimate authority for approving curriculum, the faculty should play a proactive role in formulating curriculum for the Board's consideration.

Students have "freedom of inquiry" listed under their Academic Rights: "Students have the right to participate in free and open discussion, inquiry, and expression, both in the classroom and in conference."

Task: Determine if MSCD needs a policy for faculty and staff about *freedom of inquiry*.

The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

We could provide examples from @ Metro or *Metro and the Media*. The *Expert Guide* should also be available.

The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.

Task:

1. **The following should be supplied in the annual report to the dean for him/her to summarize:** The professional development activities of faculty, both supported with funds and not supported with funds. The schools should aim to have a list of the PD activities for two years: 2004-05, 2005-06. The support that was given should be described. *Use the Annual Reports.*
2. List of faculty-student research activities. *(List in the Annual Reports)*

The organization and its units use scholarship and research to stimulate organizational and educational improvements.

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.*

"[T]his Criterion is about the skills and attitudes and education person should possess, not about the specific curricular pathway assumed to contribute to that development. Moreover, it makes explicit a new premise for accreditation: the educated person understands that learning will continue throughout life. To learn throughout life, people need to master fundamental skills of intellectual inquiry, . . ."

The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

In the Self-Study, point out that:

- A number of courses require completion of parts or all of Level I General Studies as a prerequisite to entering the course. It is assumed that the skills learning in the Level I courses are then enhanced in the course.
- Senior Experience courses should reinforce, enhance, and verify that students have appropriate writing and critical thinking skills as well as the “attitudes and skills requisite for a life of learning.”
- Many programs require specific General Studies courses.

The organization demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility.

Learning outcomes demonstrate effective preparation for continued learning.

[and]

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Task: The existing General Studies Committee or another committee should reevaluate MSCD’s current method of assessing General Studies and should consider the following question:

- A stated goal of MSCD’s General Studies Program is to “**prepare its graduates for a lifetime of learning.**” Currently MSCD assesses attainment of this goal by program review surveys. The committee should review the survey results and determine if additional measures are needed. Can we “demonstrate” that we prepare graduates for a lifetime of learning?
- One idea is to survey supervisors of alumni that are employed at MSCD.

Task: Ask program faculty and the Assessment Committees: “How does your program support and assess preparation for a life-time of learning?” How does your program help students develop the fundamental skills of intellectual inquiry?

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.

“Faculty members have long believed that excellent teaching requires being current with the scholarship in the discipline. Now the Commission proposes that faculties would be well-served to hear other voices as they create and revise courses and programs for students.” Voices that need to be heard are the voices of employers, alumni, and government, business, and industry leaders.

Regular academic program reviews include attention to currency and relevance of courses and programs.

- We can document this with the program review process.
- Often certificates have been developed with input from potential employers.
- The curriculum of new program proposals are usually created with input from potential employers and graduates with a similar IDP major.

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Known Information:

- In the program review narratives, faculty are asked how the program contributes to students being able to live and work in a diverse society. The answer may include how students are exposed to cultures outside the U.S. and their understanding of international issues and a global society.
- Also in the narratives, faculty are asked about how technology is and/or will be integrated into the curriculum.

Tasks:

- The existing General Studies Committee or another committee should reevaluate MSCD's current method of assessing General Studies and should consider the following: Our role and mission states that MSCD "prepares students for successful careers, postgraduate education, and **lifelong learning in a multicultural, global, and technological society.**" Currently, MSCD assesses attainment of these goals by its program review surveys. The committee should review the survey results and determine if additional assessment measures are needed or should be used.
- The Multicultural Committee should determine measurable goals of the Multicultural Requirement especially with respect to preparing students to live in a multicultural society and make recommendations on how achievement of those goals can be measured. (*Surveys are currently used.*)

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

- The program review process incorporates this. Information is obtained from program review surveys.
- The Annual Assessment report asks if the assessment information was shared with the Advisory group. *In general the answer is "no."*
- Advisory councils also often contribute to curricular evaluation. Some of this information is in program review. *Do we need to gather more information? Are assessment results shared with advisory councils? See Annual Report? Maybe we should start with a list of academic programs that have advisory*

councils and the number of times the council meets during the year. Should advisory councils be involved in assessment?

The organization provides curricular and cocurricular opportunities that promote social responsibility.

- | With regard to **social responsibility**, in the Self-Study we should point out that:
- Service learning opportunities encourage social responsibility.
 - Multicultural courses should contribute to students' "social awareness."
 - "Social responsibility" and engagement with the community (Criterion Five) are entwined.

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

"Support in this Core Component is partly about financial support."

"A supportive environment is provided by an organization when it foresees [and therefore has policies about] the ethical and moral implications of various approaches to acquiring, discovering, and applying knowledge."

The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

The Student Code of Conduct should be more visible on MSCD's Web site, but it is on the Web site.

The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

| The Human Subjects Policy is on MSCD's Website. Need more advertisement about the policy.

The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

There is an intellectual property policy in the Trustees *Handbook and Policy Manual*.

The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

| ~~Should the PTR and evaluation processes be revised to include some check on plagiarism and/or integrity???~~

Ask the following of various units?

- What are the important ethical issues for your unit? How are these addressed to ensure ethical conduct? *Example, text royalties if have written a book.*
- How does your program support students developing the skills and attitudes fundamental to responsible application of knowledge?

Ask the following of program faculty?

- How do you ensure that conduct is ethical, especially in professional development and instructional activities?

The organization encourages curricular and cocurricular activities that relate responsible use of knowledge to practicing social responsibility.