

**North Central Association  
Higher Learning Commission  
UDM Steering Committee - Minutes**

**Date:** April 21, 2005

**Present:** E. Bell, J. Baiardi, L. Bossman, V. Dicks, S. LaGrassa, M. Leonard, E. Roberts-Kirchhoff, N. Surma, OSF, J. Thomson, S. Wilson, K. Zimmerman-Oster

**Absent:** K. Caprio, P. Zarkowski

**Handouts:** Resource Room Inventory, Communication List Update, 2005 North Central Annual Meeting - miscellaneous informational pieces  
*Executive Summary - Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities* - W.K. Kellogg Foundation, *Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities* - W.K. Kellogg Foundation

**Location:** Reno 200

**Prepared by:** J. Thomson

Agenda Item	Discussion / Issues	Decisions / Future Action
<b>1. Call to Order</b>	V. Dicks was welcomed to the meeting and introduced to the Steering committee (SC).	
<b>2. Housekeeping</b>	J. Thomson distributed Resource Room Inventory, and the Communication List Update.  Annual Meeting participants were urged to get their travel receipts to J. Thomson in order to receive reimbursement.	
<b>3. NC Annual Meeting Debriefing</b> <ul style="list-style-type: none"> <li>• <b>Importance of “Cross-cutting themes.</b></li> <li>• <b>Lessons Learned</b></li> </ul>	<p>K. Zimmerman-Oster’s comments:</p> <ul style="list-style-type: none"> <li>- The <b>2005 Conference Proceeding</b> was helpful.</li> <li>- K. Solomon, our NC Liaison, suggested that a list serve be set up for all of the institutions in the process of accreditation in order for them to share information.</li> <li>- She came away from the conference confident that we were on the right track.</li> <li>- There are 4 cross-cutting themes: <ul style="list-style-type: none"> <li>- Distinctiveness - goes back to Mission</li> <li>- Future Oriented - what’s next?</li> <li>- Learning Focused - evidence of a good learning environment</li> <li>- Connectiveness - engagement</li> </ul> </li> <li>- The NC Self-study has high utility, i.e., it can be used to move forward.</li> <li>- There is a link between the NC process and strategic planning.</li> <li>- Different institutions choose different ways of writing the self-study, e.g., Miami.</li> <li>- All university-wide surveys should be done in a coordinated fashion.</li> <li>- We need to learn from the mistakes of other self-studies.</li> <li>- NC has done a huge paradigm shift.</li> </ul> <p>Conference participants’ comments:</p> <ul style="list-style-type: none"> <li>- Got a lot out of the conference.</li> <li>- Reading other schools’ self-studies in the NC Resource Room was helpful.</li> <li>- All of the SC members should have a clear understanding of all the criteria so that they can be supportive.</li> <li>- 15 institutions have done their self-studies under the new criteria. The Resource Room should contain copies of their self-studies.</li> <li>- The whole game is evidence.</li> <li>- The current small space of our Resource Room is not enough. When the NC Team arrives, there needs to be a large work space so they can work on their laptops and also room for food and refreshments. It should be centrally located, easily accessible and a comfortable environment. Clerical assistant may be needed.</li> </ul>	UDM’s Resource Room needs to be able to accommodate needs of the Accreditation Team.

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	<p>Other comments:</p> <ul style="list-style-type: none"> <li>- Use the Loyola University-Chicago format since they addressed the NC criteria.</li> <li>- E. Bell will talk with B. Schirmer regarding a bench-marking list.</li> <li>- The Resource Room needs: <ul style="list-style-type: none"> <li>- To contain minutes of the major university committees.</li> <li>- Additional administrative support to categorize the materials.</li> <li>- A laptop technician.</li> </ul> </li> <li>- NC over-riding theme/concept is assessment, plus making an attempt to evaluation assessment. Indirect evidence can be employed, i.e., campus newspaper articles. It need not always be quantitative.</li> <li>- One message was, do not over-claim, keep it simple. It is better to do three things well than a lot of things poorly.</li> <li>- Less nervous about what we are doing.</li> <li>- Some schools involve their entire university community to get ideas, give everyone a voice, get people to understand the process and energize them.</li> <li>- Case did something similar to Miami. They had subcommittees addressing graduate and professional programs, undergraduate experience and a faculty attitude survey. The result ended up in the appendix. Miami created white papers.</li> </ul>	
<p><b>4. Review of Draft Logic Model/Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Creation of Theme – Coordination with Capital Campaign Theme</b></li> <li>• <b>Logo</b></li> <li>• <b>Visit Plans/Events</b></li> </ul>	<p>K. Zimmerman-Oster's comments:</p> <ul style="list-style-type: none"> <li>- We need to think about theme, logo and visit/plans/events. University Advancement capital campaign will be settled at the Board Meeting. Regarding the Logo, we can use something we already have or create something different. She then reviewed the Logic Model and Plan.</li> </ul> <p>Comments:</p> <ul style="list-style-type: none"> <li>- We need to mesh the capital campaign into the plan.</li> <li>- NC is not in the new Shared Governance plan.</li> <li>- Goal - suggestions were made for a draft revision.</li> <li>- Objectives - Large subcommittees are unwieldy. A smaller subcommittee is needed to do the writing. The smaller subcommittee can engage people in the process. Focus groups can be used to get information. Small task forces can work with other groups.</li> <li>- Student and faculty surveys on involvement are being conducted and the results are due back in six weeks. This could be a jumping off point for focus groups. The only group not being surveyed is the staff.</li> <li>- The existing Assessment Committee should be used.</li> <li>- Dean input can be gotten through their strategic plans.</li> <li>- The various committees should have entrée to the Deans.</li> </ul> <p>N. Surma announced that on May 24 an assessment speaker who spoke at the NC Annual Meeting was going to be on-campus for two half day sessions.</p> <p>K. Zimmerman-Oster said that she will re-write the subcommittee structure, i.e., small writing teams which will connect with various committees. She is concerned about the involvement of the Deans.</p>	<p>E. Bell will talk with B. Schirmer regarding a bench-marking list.</p> <p>K. Zimmerman-Oster will re-write the subcommittee structure.</p>

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<p><b>5. Subcommittee Configuration</b></p> <ul style="list-style-type: none"> <li>• <b>Engagement of other stakeholders on Sub-Committees</b></li> <li>• <b>Communications Sub-Committee</b></li> </ul>	<p>The co-chairs were asked to submit their committee membership to K. Zimmerman-Oster. The subcommittee membership needs to be placed on the website.</p> <p>A poll of the co-chairs revealed that they were in various stages of completing their sub-committees.</p> <p>K. Zimmerman-Oster will thank the volunteers for their willingness to serve and indicate that the co-chairs may be getting back to them. A resource pool may be needed. The subcommittees still need to meet during the summer even though the faculty are on 9 month contracts, since there is so much to do.</p> <p>It was mentioned that a lot of faculty are willing to be a resource but are not willing to be on a committee.</p>	<p>The co-chairs are to submit their committee membership to K. Zimmerman-Oster.</p> <p>K. Zimmerman-Oster will thank the volunteers for their willingness to serve.</p>
<p><b>6. Communications Issues</b></p> <ul style="list-style-type: none"> <li>• <b>Roll out to PC/ALT, Board, Undergrad directors, Grad directors, college and department meetings</b></li> <li>• <b>Convocation Plans</b></li> <li>• <b>Self-Study Style – Samples</b></li> <li>• <b>Working Papers</b></li> <li>• <b>Executive Summary</b></li> </ul>	<p>K. Zimmerman-Oster's comments:</p> <ul style="list-style-type: none"> <li>- The SC needs to get the message <b>out</b> about the 5 criteria and 4 issues. The message should be presented at the Convocation and at college/school meetings. Printed documents should be distributed.</li> <li>- Communication needs to be a retreat issue. We need to do a plan of who is responsible for what.</li> <li>- At the Convocation, we are vying with A. Kerrigan who will be talking about the campaign plan.</li> </ul> <p>K. Zimmerman-Oster distributed 2 Self-Study Style Samples she did with the W.K. Kellogg Foundation: <i><b>Executive Summary - Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities</b></i> and the <i><b>Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities</b></i>. The documents have a combination of graphs, charts, photos, narratives and measured outcomes. She said the SC needs consistent writing guidelines. The meeting after the retreat can address styling issues.</p> <p>Comments:</p> <ul style="list-style-type: none"> <li>- Loyola has a nice self-study.</li> <li>- Loyola's external website is a classic. UDM's website is mainly internal.</li> <li>- Quantitative data words like, "some", "many", "numerous" and "majority" should not be used. Numbers or percentages should be used.</li> </ul>	
<p><b>7. Timelines</b></p> <ul style="list-style-type: none"> <li>• <b>May Retreat Meetings and Expectations of progress June-August</b></li> </ul>	<p>K. Zimmerman-Oster said that, according to our timelines, a self-study design should have been submitted to K. Solomon on March 18<sup>th</sup>. Currently we have five subcommittees, each with co-chairs. A theme, logo and visit/plans/events need to be worked on.</p> <p>Comments:</p> <ul style="list-style-type: none"> <li>- The SC needs a day long retreat to discuss and understand the criteria and core. The contents of the faculty and staff survey can also be hammered out.</li> </ul> <p>Manresa and Macomb University Center were discussed as possible retreat locations. A poll was taken of the members to see what would be the best dates. The first choice was Monday, May 16<sup>th</sup>. N. Surma said she would call the Macomb University Center.</p> <p>Agenda for the May 16<sup>th</sup> retreat should include:</p>	<p>N. Surma will call the Macomb University Center regarding a day-long SC retreat.</p>

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	<ul style="list-style-type: none"> <li>- Criteria &amp; Core Components &amp; List of Evidence</li> <li>- Brainstorming Theme</li> <li>- Communication Plan - website and paper.</li> </ul> <p>Comment:</p> <ul style="list-style-type: none"> <li>- The May 16<sup>th</sup> meeting should sort out the core groups and the larger circle of people, i.e., smaller writing teams to get the work done and a larger group of interested people who can be engaged.</li> <li>- The SC should order HLC t-shirts to wear on Convocation Day.</li> <li>- What are the other timelines we need to be concerned about?</li> </ul>	
<p><b>8. 1997 NC Report Recommendations</b></p>	<p>J. Thomson will distribute the <b>1997 NC Report Recommendations</b>.</p>	<p>J. Thomson will distribute the <b>1997 NC Report Recommendations</b>.</p>
<p><b>9. Next Steps</b></p>		
<p><b>10. Adjournment/ Next Meeting</b></p>	<p>In the Fall the SC will have to meet more than once a month.</p> <p>After the May 16<sup>th</sup> meeting E. Bell will go over the data that is available and have it for the June meeting.</p>	<p>Upcoming Meetings:</p> <p>Monday, May 16 - Retreat</p> <p>Thursday, May 19 - cancelled</p> <p>Wednesday, June 1 - cancelled</p> <ul style="list-style-type: none"> <li>- needs to be reschedulec</li> <li>- Agenda Topic</li> <li>- Styling Issues</li> <li>- Available Data</li> </ul> <p>Tuesday, July 19 - 10:00 a.m. - 12:00 noon</p>