

Lawrence Technological University

Accreditation Matters VOL. V - September 2009

HLC Criterion 4 of 5 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.

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

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.

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

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

What Everyone Should Know:

- HLC Accreditation Criterion Four
- Lawrence Tech's Assessment Initiative
- Self-Study Timeline

Purpose of this Newsletter

This newsletter informs the campus community about Lawrence Tech's upcoming institutional accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, scheduled to begin October 18, 2010. The institutional self-study, which helps us prepare for the accreditation visit, is an extensive process of self-study and reflection. This newsletter – which will be issued in January, May, and September of each year leading up to the 2010 accreditation visit – provides information to the campus community about the accreditation process, the activities across the institution in support of the process, and about how you can contribute to the process.

Lawrence Tech's Knowledge Environment

Criterion 4 addresses how Lawrence Tech acquires, discovers, and applies knowledge. This not only includes faculty research and scholarly activities, but also how students are involved in the research process, how the University supports faculty and students in their quest for new knowledge, and how the University applies new knowledge to continuously improve institutional performance. In short, the Commission calls on the University to demonstrate how it values a life of learning linked to our mission.

The operation of three doctoral programs – the Doctor of Management in Information Technology, the Doctor of Engineering Manufacturing Systems, and the Doctor of Business Administration – set expectations for original student research and faculty collaboration. The increased emphasis on research and scholarship set expectations for faculty members to balance teaching with a life of inquiry. Lawrence Tech's interdisciplinary efforts bridge various disciplines to bring different perspectives to our students. Intellectual property and royalty policies have been established. Lawrence Tech also provides professional development and informational events for faculty through the Center for Teaching and Learning, eLearning Services, the Faculty Senate, and other organizations.

Lawrence Tech has established a Research Support Services Committee, Institutional Review Board, and other support services to support development of faculty and student research activities. The Committee is charged to identify and recommend improvements in infrastructure and support faculty initiating and conducting research and scholarly activities. The committee administers and awards faculty seed grants leading to proposals for funded research and scholarship activities.

Since its inception, the Committee has helped facilitate a significant growth in research activities in the Civil Engineering department, under the leadership of Dr. Nabil Grace, in the College of Arts & Sciences, under the leadership of Dr. Hsiao-Ping Moore, and in the College of Management, under the leadership of Dr. Bob

Inskeep and Professor Jerry Lindman.

The research seed grant program provides mini-grants of \$3,000 to pay for student support, equipment, and travel to support development of grant proposals. Two faculty seed grants of \$3,000 were awarded in Fall 2008, which resulted in proposals being submitted to funding agencies. Fifteen seed grant applications were received in Spring 2009 and six grants were funded with indirect cost recovery funds. The most recent round of research seed grant funding resulted in seed grants for five LTU faculty.

Lawrence Tech's growing research culture and record of research and scholarly accomplishments by faculty and students directly responds to the Higher Learning Commission's accreditation criterion 4, which calls on the University to "[promote] 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."

Self-Study Timeline

The Self-Study Steering Committee meets every two weeks during the academic year to lead the self-study effort. Here is a review of the timeline used by the Committee:

2008-2009

- Self-Study Data Design and Evidence Gathering plan
- Interviews with Vice Presidents, Deans, and Administrative Offices
- Campus Briefings

2009-2010

- Self-Study Detailed Data Gathering
- Report Writing

2010-2011

- Report Publication (August 2010)
- Higher Learning Commission Site Visit (October 19-20, 2010)

Self-Study Principles

As the Self-Study Steering Committee develops the self-study project plan, members will focus on these priorities:

1. To gather evidence of the alignment of Lawrence Tech's mission with institutional and educational outcomes. This evidence supports the "Assurance Section" of the HLC report.
2. To gather evidence that Lawrence Tech is organized, governed, and resourced to sustain its mission into the future. This evidence supports the "Advancement Section" of the HLC report.
3. To gather evidence that demonstrates linkages between long-term initiatives, student learning outcomes, and operations.
4. To actively engage the entire Lawrence Tech community in the accreditation process, and to learn from the self-study process.

Self-Study Steering Committee:

Lawrence Tech has established a Self-Study Steering Committee to prepare our self-study report that will be sent to the members of the visiting team and to the HLC in December 2010. The self-study report is very comprehensive and gives the visiting team a real picture of who we are and how we are fulfilling our mission. The members of the Self-Study Steering Committee are:

Dr. Patty Castelli
College of Management

Prof. Lew Frasch
College of Engineering

Dr. Dale Gyure
College of Architecture & Design

Dr. Steve Howell
Associate Provost and
Dean of Graduate Studies

Dr. Alan McCord
College of Management
eLearning Services
Steering Committee Chair

Dr. Valentina Tobos
College of Arts & Sciences