

SERVICE, ENGAGEMENT, AND ACCREDITATION

SOURCES OF CHANGE

- ◆ Mission Project, 1999-2000
 - Strategic Priority #1. “Increase focus of accreditation on the quality of higher learning...”

- ◆ Restructuring Expectations Project, 2001-2003
 - Criterion Five: “As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”

CRITERION FIVE: ENGAGEMENT AND SERVICE

- 5a.** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

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

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

- 5d.** Internal and external constituencies value the services the organization provides.

CRITERION FIVE: CORE COMPONENTS

- ◆ *Learn* from constituencies and analyze *capacity* to serve
- ◆ Demonstrate responsiveness to *dependent* constituencies
- ◆ *Commitment* and *capacity* to engage and provide service
- ◆ Internal and external constituencies *value* the organization's services

FIT WITH OTHER CRITERIA

- ◆ Engagement/service is *mission driven* (especially 1a, 1b)
- ◆ Engagement/service is a commitment now and in the *future* (especially 2a, 2c)
- ◆ Engagement/service is shaped by *capacity* (especially 2b,2d)
- ◆ Engagement/service relates to student *learning* (especially 3c)
- ◆ Engagement/service is *fit to purpose* (especially 4a, 4c)

GOALS AND HOPES

- ◆ Trigger organization-wide conversations
- ◆ Stimulate conscious reconnections between the academy and the society it serves

Relevance

Preparation

- ◆ Contribute to more transparent pathways of learning
- ◆ Prepare for new conversations on national accountability

CHANGING CONTEXT

- ◆ BHEF: “Public Accountability for Student Learning in Higher Education: Issues and Options” (2004)
- ◆ SHEEO/Ford Foundation: “Accountability for Better Results: A National Imperative for Higher Education” (2005)
- ◆ Secretary Spelling’s new Commission on the Future of Higher Education

APPLICATION

Standard responses:

- ◆ Civic/national memberships
- ◆ Continuing education unit
- ◆ Community events and services (faculty/student)
- ◆ Internships and clinicals
- ◆ Research/studies

Larger possibilities:

- ◆ Curriculum advisory groups
- ◆ Integrate service learning
- ◆ Cooperative endeavors and partnerships (within and without higher education)
- ◆ New programming

CHALLENGES

- ◆ Accreditation preparation drives premature decisions and agreements
- ◆ Accreditation processes drive premature decisions and agreements
- ◆ Interpretation of Criterion Five results in more division and specialization within colleges and universities
- ◆ Failure to honor distinctive missions

SUPPORT AND SERVICES

- ◆ Annual Meeting programming (vol.2, Collected Papers)
- ◆ Special emphasis self-study: Policy Center for the First Year of College
- ◆ “Best Practice in Partnering: Developing Capacity” workshop
- ◆ Participation at state and regional meetings
- ◆ Support for Campus Compact and CCNCCE