



CHAPTER 7:

HLC Criteria: Strengths, Challenges / Future Issues

On the pages that follow, information from Self-Study Introduction and Chapters One through Six is summarized and organized by HLC Criteria. Part One present lists of “Selected Strengths” that meet the criteria core components: in each, a “SEE” reference that names the chapter sections in which full discussion of the item can be found is followed by summary statements of the strengths that support the core component. Part Two of Chapter 7 contains a summarization of MIAD’s notable “Challenges / Future Issues” organized by the five HLC criteria. Neither list is exhaustive: both are meant as an overview to aid the members of the visiting team in their evaluative efforts. At the end of Chapter 7 is a complete list of all chapter subheadings that support the five HLC Criteria. Reviewers should consult the Index to ensure finding all sections of the Self-Study – whether in the HLC chapters or the NASAD Supplement – on any topic.

PART ONE: Selected Strengths Arranged by HLC Criteria

CRITERION ONE: 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.”

Selected Strengths Classified by Core Components:

1a - Mission documents are clear & articulate publicly the organization’s commitments.

SEE: Introduction: Strategic Planning Redefines Mission (Cpt.1)

- In 2007, the entire MIAD community gathered for a 2-day strategic planning retreat at which mission and core values were evaluated, revised and adopted.

- MIAD Mission Statement and values are publicly available in catalogs, handbooks, promotional materials, and on the web; the mission statement has also been posted on an electronic monitor at the college entrance.

1b - In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

SEE: Introduction: Strategic Planning Redefines Mission (Cpt.1)

- MIAD’s new mission and core values focus on the dignity and worth of the individual learner.

1c - Understanding of and support for the mission pervade the organization;

SEE: Introduction: Strategic Planning Redefines Mission (Cpt.1)

SEE: Impact of Planning and New Leadership (Cpt.6)

- MIAD Board, administration, staff, faculty and students collaborated to formulate the new mission during a 2-day planning retreat and understand and support the new mission. (Cpt.1)

- In support of the mission, strategic planning has become central to the college’s operations, involving faculty, staff, students and Trustees. (Cpt.6)

1d - The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission;

SEE: Governance (Cpt.1)

SEE: Academic Governance: History and Process (Cpt.1)

SEE: Staff Organization (Cpt.1)

SEE: New Office of Student Services and Dean of Students (Cpt. 2)

SEE: College Curriculum Committee (Cpt. 4)

- Following the strategic planning process, the roles and responsibilities of the Board, senior leadership and staff were collaboratively redefined to improve the effectiveness of leadership. (Cpt.1)

- The Board of Trustees has been actively engaged in all areas of their responsibilities and oversight.
- The Board Chair has met with all Board members to elicit recommendations for the improvement of the Board's functions, to ascertain their personal interests in Board participation and to reinforce the need for all Board members to support each others efforts, particularly in the areas of community outreach and fundraising.
- Between 2007 and 2009, the academic governance structure was redesigned based upon extensive and inclusive deliberations. (Cpt.1)
- The transition to the new academic governance model is complete, with the new faculty chairs convening programs in a dialogic model and fostering the discussion of curriculum.
- Staff and administrative structures have been evaluated and realigned to support enrollment management and academic governance plans; responsibilities are clearly defined. (Cpt.1)
- Staff have been reorganized around an enrollment management model and work in effective teams to analyze data, create and implement plans and assess the outcomes of their efforts. (Cpt. 2)
- Faculty and other academic leaders take responsibility for the coherence of the curriculum via the College Curriculum Committee. (Cpt.4)

1e - The organization upholds and protects its integrity.

SEE: Governance (Board of Trustees) (Cpt. 1)

SEE: Admissions (Cpt.2)

SEE: Administrative Response to Complaints and Grievances (Cpt.2)

SEE: Dean of Students Office Response (Cpt.2)

SEE: Accurate and Honest Presentation of MIAD to the Public (Cpt.5)

- Over the past 24 months, the Board membership has been significantly increased from a low of 13 to 22. This expansion broadens the Board's expertise and credibility in business and the community.
- Based on advice of enrollment management consultants, admissions process and financial aid awards are revised, and student services are expanded to improve long-term retention. (Cpt.2)
- Data driven, systematic approach to admissions creates predictable new student enrollment model. Team approach results in the highest new student enrollment and the highest overall enrollment in college's history in each of the years following 2007-08. (Cpt. 2)

- Increased ability to attract and retain a high quality student body increases the quality of the education experience as well as the financial base to support that experience.
- Creation of the Dean of Students position results in a centralized record-keeping function to resolve and track student complaints and grievances. (Cpt.2)
- Efforts of students, faculty and key leadership are accurately and honestly presented to the public. (Cpt.5)

CRITERION TWO: 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.”

Selected Strengths Classified by Core Components:

2a - The organization realistically prepares for a future shaped by multiple societal and economic trends.

SEE: New Majors (Cpt.4)

SEE: Impact of Planning and New Leadership (Cpt.6)

SEE: Budgetary Discipline (Cpt.6)

- The college supports innovation and change through creation of two new majors: Integrated Studio Arts and Time-Based Media. (Cpt.4)
- The Budget process is informed by the planning process; budgetary commitment to instructional programs is consistently made a priority. (Cpt.6)
- Recognizing emerging changes in student technology needs, the college plans to shift from computer labs to student-owned laptops, eventually freeing technology funding for an integrated administrative operating system that will support larger future enrollment. (Cpt.6)

2b - Resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

SEE: Introduction: Strategic Planning Redefines Mission (Cpt.1)

SEE: Staff Organization (Cpt.1)

SEE: Impact of Title III Strengthening Institutions Grant (Cpt.3)

SEE: Facilities Planning (Cpt.6)

SEE: Development Plan – Rebuilding the Base (Cpt.6)

- After 3 years, 92 objectives of the strategic planning process have been achieved, providing evidence that MIAD can achieve its planning goals. (Cpt.1)

- Staff reorganization supports new enrollment management plan and increases effectiveness of human resources. (Cpt.1)
- MIAD's award of a Title III Strengthening Institutions grant allows investment in technology to ensure educational quality. (Cpt.3)
- Planning has created a road map for the use, expansion and renovation of the Pettit (main) building and the residence hall requirements to support the 1,000 student enrollment. (Cpt. 6)
- The donor supported facilities plan is underway and a new dormitory facility plan will provide a focus for fundraising efforts.
- The new dormitory will contribute approximately \$900,000 of net revenue and significantly enhance student recruitment and retention.
- A comprehensive long range resource development plan has been created and enthusiastically adopted by the Board of Trustees. (Cpt.6)
- The Board has established a minimum annual gift level for all trustees and participation in the annual scholarship fundraiser, "Creative Fusion." The development plan addresses the need to expand the donor base beginning with outreach programs and membership opportunities.
- Long-term strategies promote investments in endowments, improvements in physical assets and the advancement of academic excellence. (Cpt.6)

2c - Ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

SEE: Student Satisfaction Inventory (Cpt.2)

SEE: New Assessment Plan Emerges (Cpt.4)

SEE: Improving Program Reviews (Cpt.4)

- A Student Satisfaction Inventory is administered in 2007 and 2009, providing an effective system for collecting, analyzing and using data. Data, rather than anecdotal information, now forms the basis for improvement of student services and the academic programs. In 2009, SSI had 82% student participation rate. (Cpt.2)
- A new assessment plan is being implemented incrementally to collect and analyze data that will provide evidence that the college curriculum meets stated expectations for institutional effectiveness. -

- Study of program review process identifies the need to standardize reviews for quality assurance. A new process has been implemented that will provide reliable data and create feedback loops to support continuous improvement. A template has been developed by faculty and other academic leaders to guide the academic program review process. (Cpt.4)

2d - All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

SEE: Introduction: Strategic Planning Redefines Mission (Cpt.1)

SEE: Impact of Planning and New Leadership (Cpt.6)

SEE: Development Plan – Rebuilding the Base (Cpt.6)

- Over two days in 2007, the entire MIAD community comes together to create strategic plan driven by a new, learning-focused mission. (Cpt.1)
- All planning goals and objectives reflect the redefined mission and core values and support the development, fundraising and enrollment management efforts. (Cpt.1)
- Predictable enrollment projections now provide a sound basis for budget development and increase MIAD's credibility in the philanthropic community. (Cpt. 6)
- The successful enrollment management effort demonstrates the college's ability to manage its enrollment and expand tuition income to support the long range plans.
- A Development Plan is created, tied to the strategic plan of the College. (Cpt.6)

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

"The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission."

Selected Strengths Classified by Core Components:

3a - Student learning outcomes are clearly stated for each educational program and make effective assessment possible.

SEE: College Curriculum Committee (Cpt.4)

SEE: A New Assessment Plan Emerges (Cpt.4)

SEE: Learning Outcomes and Developmental Outcomes (Cpt.4)

SEE: Ongoing Assessment: A Critical Visual Environment (Cpt.4)

- A college-wide curriculum committee has been created to explore integrated learning; Committee has established student learning outcomes. (Cpt.4)

- The college is implementing its new assessment plan on a pilot basis in 2009/10; for the first time, the college is gathering evidence and completing the assessment loop. (Cpt.4)
- Faculty identify major-specific learning outcomes for each degree program. (Cpt.4)
- A “critical visual environment” provides highly visible, ongoing faculty assessment of students.(Cpt.4)

3b – The organization values and supports effective teaching;

SEE: Valuing and Encouraging Ongoing Faculty Dialogue (Cpt.3)
SEE: Valuing the Critical Studio Dialogue: Critiques and Feedback(Cpt.3)
SEE: Impact of Title III Strengthening Institutions Grant (Cpt.3)
SEE: Using Technology to Improve Teaching (Cpt.3)
SEE: Faculty Qualifications (Cpt.3)
SEE: Faculty Rank and Compensation Plan (Cpt.3)
SEE: Faculty Rank Process (Cpt.3)

- 2007 “Curriculum Jam” brings faculty and academic support staff together to explore curricular content. (Cpt. 3)
- Faculty and administrators conduct a yearlong dialog to examine the critique process and foster a deeper understanding of critique. (Cpt.3)
- The college supports professional advancement of faculty through workshop/in-service sessions that foster teaching effectiveness. (Cpt.3)
- Title III Strengthening Institutions Grant provides financial support that puts laptops in the hands of faculty and formalizes faculty training. (Cpt.3)
- Faculty participate in professional organizations relevant to the disciplines they teach. (Cpt.3)
- The Faculty in general, and Faculty Senate Committees in particular, have been very effective in areas of curriculum development and implementation of a faculty salary schedule. A Senate committee has also updated a faculty review to rank all faculty appropriately and create faculty salary equity. (Cpt.3)
- Faculty performance reviews that evaluate and recognize effective teaching have been revised and standardized across the college. (Cpt.3)

3c – The organization creates effective learning environments.

SEE: Student Satisfaction Inventory (Cpt.2)
SEE: FYE 2009 (First Year Experience) (Cpt.2)
SEE: New Office of Student Services and Dean of Students (Cpt.2)
SEE: Academic Advising Service to Students (Cpt.2)

SEE: Learning Resource Center (Cpt.2)

SEE: Technology Planning and the Laptop Learning Initiative (Cpt.3)

- Multiple administrations of a Student Satisfaction Inventory allow the college to assess institutional strengths and challenges. (Cpt.2)
- After review and analysis, the college expands its First Year Experience program to better engage new freshmen. (Cpt.2)
- The First Year Experience and the Freshman/Sophomore Programs are being reviewed to improve and integrate learning across the curriculum. (Cpt.2)
- A Dean of Students office has been created to better oversee and integrate student services. (Cpt.2)
- A Director of Student Advising has been appointed and a new developmental advising program has been created with the participation of all full time faculty. These changes are a direct outcome of the strategic planning process. (Cpt.2)
- The Associate Dean of Students, the Learning Resource Center, and the Coordinator of Disability Services provide assistance and an environment that supports all learners. (Cpt.2)
- Student access to technology undergoes significant change with the implementation of a Laptop Learning Initiative that aims to enhance effective learning environments for students. (Cpt.3)

3d – The organization’s learning resources support student learning and effective teaching.

SEE: New Office of Student Services and Dean of Students (Cpt.2)

SEE: Academic Support for Learning (Cpt.2)

SEE: Facilities Use Policy (Cpt.2)

SEE: Using Technology to Improve Teaching (Cpt.3)

SEE: Collaborating with Other Institutions (Cpt.5)

SEE: Impact of Planning and New Leadership (Cpt.6)

- The re-alignment of student services increases student access to support staff and resources. (Cpt.2)
- Students and faculty have access to instructional facilities and resources necessary to support teaching and learning. (Cpt.2)
- A Facilities Use Policy has been created to allow increased student access to all instructional facilities. (Cpt.2)

- The Department of Institutional Technology, part of Academic Affairs, supports students, staff, and faculty in using technology effectively. (Cpt.3)
- Informal educational collaborations and community partnerships enhance student learning and strengthen teaching effectiveness. (Cpt.5)
- Budgetary support for improvements in teaching and learning remains a priority and represents approximately 42% of total operating expenses, even during years of financial stress. (Cpt.6)

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, practice, and social responsibility in ways consistent with its mission.”

Selected Strengths Classified by Core Components:

4a - Actions of the Board, administrators, students, faculty and staff demonstrate value for a life of learning.

SEE: Staff Professional Development (Cpt.2)

SEE: Professional Development for Faculty (Cpt.3)

SEE: Accurate and Honest Presentation of MIAD to the Public (Cpt.5)

- In support of the new enrollment management initiatives, extensive professional development opportunities have been made available to staff and administrators. (Cpt.2)
- Financial allocations for faculty professional development through a sabbatical program has remained a high funding priority. (Cpt.3)
- The college provides public acknowledgement of student and faculty achievements via website, press releases, and media coverage. (Cpt.5)

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.

SEE: Student Services and Campus Life (Cpt.2)

SEE: Developmental Outcomes (Cpt.4)

SEE: Grounding in Intellectual Inquiry (Cpt.4)

- The Office of Campus Life offers opportunities for co-curricular activities that support personal growth, creativity, and social responsibility. (Cpt.2)
- The college adopts developmental outcomes that recognize the value of process and preparation for continued learning. (Cpt.4)

- 43 credits of general education courses, grounded in a write-to-learn philosophy and supporting MIAD's mission and values, are integrated into degree programs and regularly reviewed for effectiveness. (Cpt.4)

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

SEE: Internships (Cpt.2)

SEE: Developmental Outcomes (Cpt.4)

SEE: Assessment Process at MIAD (Cpt.4)

SEE: A Grounding in Intellectual Inquiry (Cpt.4)

SEE: Improving Program Reviews (Cpt.4)

SEE: Student Skills and Professional Competence for the 21st Century (Cpt.4)

- For-credit internships, undertaken by an average 35% of MIAD juniors and seniors, give students the knowledge, skills and professional competence expected in their professions. (Cpt.2)
- Developmental outcomes that promote the building of skills of professional competence essential to a diverse workforce, are part of MIAD's assessment program. (Cpt.4)
- Assessment has been transformed from being compliance driven to providing an ongoing focus on quality assurance based on both developmental and learning outcomes. (Cpt.4)
- The assessment plan addresses all four years of the students' education, and culminates in a significant senior experience that includes external and internal evaluators. (Cpt.4)
- A new procedure for academic program reviews will be guided by best practices and grounded in external research. (Cpt.4)
- Professional practice courses, in which students are introduced to professional expectations in their disciplines, are offered in all majors. (Cpt.4)

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

SEE: Learning Resource Center (Cpt.2)

SEE: Impact of Service Learning Philosophies on Student Studies (Cpt.2)

SEE: MIAD Embraces Service Learning (Cpt.5)

SEE: Responsibility for Intellectual Property and for the Environment (Cpt.2)

- MIAD Learning Resource Center provides academic support and training for the development of student skills for acquisition of knowledge. (Cpt.2)

- A 4-credit service-learning course connects juniors with non-profit agencies throughout the community, and frequently continues to inform student work long after the junior year. (Cpts.2 & 5)
- Students in Industrial Design program learn about and sign confidentiality contracts when working with industry as collaborative partners. (Cpt.2)

CRITERION FIVE: ENGAGEMENT AND SERVICE

“As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”

Selected Strengths Classified by Core Components:

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

SEE: Student Satisfaction Inventory (Cpt.2)

SEE: MIAD’s Commitment to the Community (Cpt.5)

SEE: Community Outreach Programs (Cpt.5)

- Student Satisfaction Inventory, providing data on what students value, provides ongoing direction to lead faculty, staff and administrators in discussions of academic challenges. (Cpt.2)
- Connections with external institutions in the community facilitate mutually-beneficial relationships between MIAD and schools, arts educators, adult learners and non-profit organizations. (Cpt.5)
- Community Outreach programs, responding to identified community needs, have undergone revision in the past year. (Cpt.5)

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

SEE: Partnerships with the Community (Cpt.2)

SEE: Presidential Engagement with the Community (Cpt.5)

SEE: Reaching Out to Constituencies (Cpt.5)

SEE: MIAD Embraces Service Learning (Cpt.5)

- Numerous external partnerships provide students the opportunity to be involved with the professional design community. (Cpt.2)
- MIAD’s President has been actively involved in the region’s “Creative Economy” planning effort, making new friends, raising the visibility and credibility of the college in the community. (Cpt.5)
- Members of the Board of Trustees engage community “neighbors” with art and design experiences, the arts and MIAD, and support effective programs of engagement and service. (Cpt.5)

- MIAD's Service learning program, an integral part of the educational experience for all students, connects students with external communities. (Cpt.5)

5c – The organization demonstrates its responsiveness to those constituencies that depend on its service.

SEE: Admissions (Cpt.2)

SEE: MIAD's Commitment to the Community (Cpt.5)

SEE: Articulation Agreements (Cpt.5)

SEE: Cross-Registration Programs (Cpt.5)

SEE: Involvement with Other Organizations (Cpt.5)

- In recent years, the Admissions Office has increased its efforts to attract, recruit and retain transfer students, recognizing and supporting the mobility of learners. (Cpt.2)
- Collaborations with educational and cultural institutions and working relationships with corporations and design firms, build effective bridges between MIAD and the broader community and uphold MIAD's integrity. (Cpt.5)
- Articulation agreements facilitate transfer of credits from 2-year colleges, supporting the mobility of learners. (Cpt.5)
- Cross-registration programs with other colleges reap the benefits of shared educational goals. (Cpt.5)
- Interest in public programming events builds effective bridges between MIAD and diverse communities. (Cpt.5)

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

SEE: Internships (Cpt.2)

SEE: Impact of Service Learning Philosophies on Student Studies (Cpt.2)

SEE: Inviting the Public to MIAD (Cpt.5)

- Student interns play a significant role in the professional community. (Cpt.2)
- MIAD service learning students are well-received by the community organizations they serve because of their work ethic and ability to contribute without detailed supervision. (Cpt.2)
- Significant numbers of community members attend panel discussions and lectures presented in conjunction with MIAD exhibits and other programming. (Cpt.5)

PART TWO: Challenges / Future Issues Arranged by HLC Criteria

CRITERION ONE: 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.”

- Widespread participation in the planning/ transformation of the college has been exhausting, because almost all aspects of the college have been reinvented with extensive faculty and staff participation.
- Increased participation in planning and governance has resulted in raised expectations that will not be readily matched with financial resources. Some frustration or impatience is anticipated when the financial capacity of the college will lag the achievement of the college's larger goals, especially in the area of facility development and faculty salaries.
- While the faculty at large are engaged in planning and meaningful decision-making regarding their programs and the college's governance, the Faculty Senate has been experiencing difficulty defining their roles and responsibilities as a governing body. Defining the Faculty Senate structure is the final aspect of the overall transition to a collegial model of institutional governance.
- They very successful student recruitment efforts are highly regional, limiting the college's ability to expand its enrollment base until there is broader recognition of the college's "brand."
- While MIAD is promoting its identity as the only independent professional college of art in the State of Wisconsin, it also has the difficulty of competing with the larger universities who are viewed as the "real" educational institutions; soon a for-profit "Institutes of Art" will open a facility just blocks from MIAD, offering new competition in the area of arts education.
- MIAD needs to create a regional and national campaign to increase awareness of the importance of professional arts education and MIAD's important leadership in that regard.

CRITERION TWO: 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.”

- The college is very young and therefore does not have the nationwide recognition of the more established institutions.
- MIAD has a large debt service (for a college of its size), of over \$10 million that severely limits the financial capacity of the college. Reduction of the debt service needs to be addressed as the college is successful with the enrollment and development initiatives.
- As a result of the aforementioned, the college does not currently meet the DOE financial ratios. A plan to address the DOE ratios has been submitted to the Higher Learning Commission (SEE Appendix #15).
- MIAD has a very small endowment and has limited annual reserves to address any unanticipated major expense. Attention to this is also an imperative as part of the continued development of MIAD's financial viability.
- The college's financial overhead and lack of substantial endowment limits the college's student financial aid capacity.
- Financial aid is substantially limited to tuition discounts and therefore needs to be expanded by increasing annual fundraising and endowment.
- Staff and most of the faculty are taking retention efforts very seriously, however some faculty view the SSI as "pandering to the students" and create excuses for their programs' poor results in the survey.
- Some programs have low enrollment in the majors. Attention to these areas will be important as the college expands and refines the facilities to accommodate 1,000 students.
- The college forged its college-wide learning outcomes and assessment plans and discussions regarding a contiguous first- and second-year student experience by thinking about what students need to be successful artists and designers. Some faculty are resisting this evolving change.
- The college is shifting from a "homegrown" and highly-internal model to a college guided by "best practices" that looks to peer institutions for best ideas. This shift in practice disturbs some staff and faculty who are vested in the college's past.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

“The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.”

- The improvements in curriculum, assessment and advising are becoming a natural part of the college’s functions. However, ongoing attention to continued improvement and refinement will be essential.
- Not all faculty embrace the importance of the broader role of developmental student advising, maintaining the old model of advising as “course selection.”
- A small number of faculty do not share the same commitment to the SSI, assessment and advising program. The college must be diligent and patient to “bring everyone along”.
- While the overall retention efforts are substantial, the results are somewhat uneven.
- A Director of Assessment and Faculty Evaluation needs to be hired to take over the responsibilities in these areas.
- Faculty evaluation and professional development need to be addressed in a more holistic, systemic and meaningful fashion. Currently, some faculty are periodically evaluated by students. The college should look to other models to identify how teaching effectiveness can be evaluated and become part of a continuous discussion between peers.
- Widening the discussion: Many of the educators in the college are eager to talk about teaching and learning, collaborating, fostering each other’s best ideas. This is a new development, an energy rising out of the strategic planning process. At the same time, there are a few who seem to hold the rest of the faculty back by asking why? rather than why not? MIAD needs to foster intellectual and creative energy and excitement, and demonstrate a willingness to grow and take risks.
- Facilities: As the student population grows and facilities are repurposed for multiple uses, how can the learning spaces become more exciting to activate learning, and more open and appealing to all?
- The leadership structure called for the development of a “Core” Coordinator: a faculty position to guide the “core” learning activities throughout the college. As the college continues to explore reinventing its curricular structure, the need for a “core” coordinator will be essential.

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, practice, and social responsibility in ways consistent with its mission.”

- Professional development monies and opportunities will be increased for faculty and staff. So too an expectation of all faculty and staff to continuously upgrade their skills and their knowledge base.
- The college struggles to demonstrate the value of liberal studies to all of its students.

CRITERION FIVE: ENGAGEMENT AND SERVICE

“As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”

- Continued expansion of the community programs and collaborations, especially in relation to the Creative Coalition, will require increased staff support.
- Service-learning at the college would benefit from a web-presence that increases its visibility.
- The college should continue to improve its professional and curricular collaborations, especially those within Industrial Design. Professionals need to regularly engage in assessment and programmatic support.

HLC Criteria – Complete Listing of Section Headings Supporting Each Criterion

CRITERION ONE

Introduction: Strategic Planning Redefines Mission (1a, 1b, 1c, 2b, 2d)
Board of Trustees (1d, 1e)
Academic Governance: History and Process (1d)
Staff Organization (1d, 2b)
Enrollment Management at MIAD: A Paradigm Shift (1e)
Enrollment Management Planning (1e)
Admissions (1e, 5c)
The Shift to Retention (1e)
New Office of Student Services and Dean of Students (1d, 3c, 3d)
Dean of Students Office Response (1e)
Administrative Response to Complaints and Grievances (1e)
College Curriculum Committee (1d, 3a, 3b)
Program Reviews (1d, 2c, 4c)
Improving Program Reviews: Methodology, Communicating Results, Scheduling (1d, 2c, 4c)
Accurate and Honest Presentation of MIAD to the Public (1e, 4a)
The Impact of Planning and New Leadership (1c, 2a, 2b, 2d, 3d)

CRITERION TWO

Introduction: Strategic Planning Redefines Mission (1a, 1b, 1c, 2b, 2d)

Staff Organization (1d, 2b)
 Student Satisfaction Inventory (2c, 3c, 5a)
 Staff Professional Development (2b, 4a, 4d)
 Impact of Title III Strengthening Institutions Grant (2b, 3b, 3c)
 Valuing Faculty: Evaluation, Qualifications, and Rank (2b, 3b)
 Faculty Qualifications (2b, 3b)
 Faculty Rank and Compensation Plan (2b, 3b)
 Faculty Rank Process (2b, 3b)
 Part-Time Faculty (2b, 3b)
 A New Assessment Plan Emerges (2c, 3a)
 New Majors: Integrated Studio Arts (ISA) and Time-Based Media (Video and Animation) (2a, 4c)
 Program Reviews (1d, 2c, 4c)
 Improving Program Reviews: Methodology, Communicating Results, Scheduling (1d, 2c, 4c)
 Unfolding of a Financial Crisis (2a, 2b)
 The Impact of Planning and New Leadership (1c, 2a, 2b, 2d, 3d)
 Contributed Revenue (2b)
 Budgetary Discipline (2a, 2b)
 Board of Trustees Participation (2a)
 Facilities Planning (2b)
 Development Plan – Rebuilding the Base (2b, 2d)

CRITERION THREE

Student Satisfaction Inventory (2c, 3c, 5a)
 FYE 2009 (First Year Experience) (3c, 4b)
 New Office of Student Services and Dean of Students (1d, 3c, 3d)
 Academic Advising Service to Students (3c, 3d)
 Learning Resource Center (3c, 3d, 4d)
 Career Services (3c, 5b)
 Internships (3c, 4c, 5d)
 Student Services and Campus Life (3c, 4b)
 Study Opportunities across America and in Foreign Countries (3c, 4b)
 Instructional Support (3d)
 3-D Lab (3d)
 Facilities Use Policy (3d)
 MIAD Galleries (3d)
 MIAD Library (3d, 4d)
 Addressing Student Needs through Non-Classroom Spaces (3c)
 Valuing and Encouraging Ongoing Faculty Dialogue (3a, 3b)
 Valuing The Critical Studio Dialogue: Critiques and Feedback (3b)
 Impact of Title III Strengthening Institutions Grant (2b, 3b, 3c)
 Technology Planning and the Laptop Learning Initiative (3c, 3d)
 Using Technology to Improve Teaching (3b, 3c, 3d)
 Professional Development for Faculty (3d, 4a)
 Professional Advancement of Faculty (3b, 3d)
 Valuing Faculty: Evaluation, Qualifications, and Rank (2b, 3b)
 Faculty Qualifications (2b, 3b)
 Faculty Rank and Compensation Plan (2b, 3b)
 Faculty Rank Process (2b, 3b)
 Part-Time Faculty (2b, 3b)
 College Curriculum Committee (1d, 3a, 3b)
 Learning Outcomes (3a, 4b, 4c)
 Developmental Outcomes (3a, 4b, 4c)

A New Assessment Plan Emerges (2c, 3a)
Assessment Process at MIAD (3a, 4c)
Ongoing Assessment: A Critical Visual Environment (3a, 3c)
Innovations in Program and Course Design to Improve Teaching and Learning (3b, 4c)
Student Skills and Professional Competence for the 21st Century (3c, 4c)
Collaborating with Other Institutions (3d, 5c)
The Impact of Planning and New Leadership (1c, 2a, 2b, 2d, 3d)

CRITERION FOUR

FYE 2009 (First Year Experience) (3c, 4b)
Learning Resource Center (3c, 3d, 4d)
Internships (3c, 4c, 5d)
Student Services and Campus Life (3c, 4b)
Study Opportunities across America and in Foreign Countries (3c, 4b)
MIAD Library (3d, 4d)
Staff Professional Development (2b, 4a, 4d)
Unique Extracurricular Activity (4b)
Partnerships with the Community (4a, 5b, 5d)
Impact of Service Learning Philosophies on Student Studies (4d, 5d)
Responsibility for Intellectual Property and for the Environment (4d)
Professional Development for Faculty (3d, 4a)
Learning Outcomes (3a, 4b, 4c)
Developmental Outcomes (3a, 4b, 4c)
Assessment Process at MIAD (3a, 4c)
A Grounding in Intellectual Inquiry (4b, 4c)
New Majors: Integrated Studio Arts and Time-Based Media (Video and Animation) (2a, 4c)
Program Reviews (1d, 2c, 4c)
Improving Program Reviews: Methodology, Communicating Results, Scheduling (1d, 2c, 4c)
Innovations in Program and Course Design to Improve Teaching and Learning (3b, 4c)
Student Skills and Professional Competence for the 21st Century (3c, 4c)
Accurate and Honest Presentation of MIAD to the Public (1e, 4a)
MIAD Embraces Service Learning (4c, 4d, 5b, 5d)

CRITERION FIVE

Admissions (1e, 5c)
Student Satisfaction Inventory (2c, 3c, 5a)
Career Services (3c, 5b)
Internships (3c, 4c, 5d)
Partnerships with the Community (4a, 5b, 5d)
Impact of Service Learning Philosophies on Student Studies (4d, 5d)
MIAD's Commitment to the Community (5a, 5c)
Community Outreach Programs (5a, 5b, 5d)
Presidential Engagement with the Community (5b, 5c)
Reaching Out to Constituencies (5b)
Collaborating with Other Institutions (3d, 5c)
Articulation Agreements (5c)
Cross-Registration Programs (5c)
Involvement with Other Organizations (5c)
MIAD Embraces Service Learning (4c, 4d, 5b, 5d)
Inviting the Public to MIAD (5b, 5d)

RESPONSE to Prior Concerns of HLC, NASAD & Focus Visits

Even though the majority of the issues cited for attention and improvement from the HLC / NASAD visitors' reports are addressed in detail in the body of the self-study, a brief summary is offered for each area of prior concern. Arranged by subject, all concerns expressed during prior HLC and NASAD visits are combined below.

AREA ONE: FACULTY

SUMMARY OF ISSUES from Visitor's Reports:

-As MIAD develops its next strategic plan, it should pay particular attention to a number of issues related to faculty success and stability:

- A more accessible sabbatical program for faculty;*
- Faculty development, including on-campus and off-campus programs;*
- Criteria for rank and promotion;*
- Length of contractual relationships;*
- Orientation and mentoring of new faculty members;*
- Status and compensation of the part-time faculty;*
- Training in the use of emerging technology. [HLC CONCERN #2]*

-Continued efforts in negotiating a new policy for faculty rank and merit compensation, with appropriate evaluation. [NASAD CONCERN #1]

-Continued efforts toward a system which expands and promotes further professional development. [NASAD CONCERN #2]

-Continued efforts toward the recruitment and retention of women and minority faculty, with some attention to junior faculty appointments as well. [NASAD CONCERN #3]

MORE ACCESSIBLE SABBATICAL PROGRAM

During the 2003-04 academic-year, changes were made to the Faculty Sabbatical Committee operating procedures. Until that year, faculty sabbatical selections were based upon a minimal competitive application process requiring a service period of 7 previous years for eligibility. Applications were reviewed by a committee that included the President, Provost, and one faculty member from each academic division. The committee would make a recommendation to the President who would determine the recipient(s) of any sabbatical award.

The new procedures empowered the four faculty members on the committee to make the final selections and to review and upgrade the quality of the competitive application process. In consultation with the President would determine the number of awards fiscally available for the committee to consider; the Provost/VPAA would conduct all necessary communications and follow-up

recording to ensure that the sabbatical process went smoothly and in a timely manner. As a result of these changes, the quality of applications has dramatically increased. An additional change was to reduce the time of service requirement to 6 years of full-time service.

Faculty may apply for one semester at 100% of salary and benefits or for an entire year at 80% of salary and 100% of benefits. During the past 8 years (including the period of severe fiscal stress) the college continued to place a high value on the necessity of supporting faculty renewal, and has awarded two to three sabbaticals each academic year.

FACULTY PROFESSIONAL DEVELOPMENT

As mentioned in the body of the self-study, a new faculty professional development plan is being implemented. The program has seen numerous shifts in how the professional development awards have been applied during the past decade. The original funding total for faculty development was budgeted at \$7,000 and was distributed via competitive application. Most recently the faculty development budget line was in the range of \$17,000 and awarded based on a two-fold process: Stage One provided full time faculty members with \$500 stipends to be utilized or earmarked by December 15th of each year. In Stage Two, any remaining funds would be pooled for a competitive round of funding. While faculty appreciated the \$500 stipends that were used to buy printers, equipment, etc., the college has shifted to a 1-stage competitive process, tied to specific criteria. **SEE**

Chapter 3: Talent.

In addition to this designated funding resource for faculty development, each academic division is budgeted a small fund (between \$1,000 and \$3,000) that can be used for faculty development support. The budget of the VPAA has also provided funding support for faculty to attend meetings on assessment at an annual HLC meeting in Chicago, and targeted support for attendance at additional meetings. The college also provides, free of charge, training in the use of software and hardware via the Technology Training Center. This training has supported the distribution of laptops to all full-time faculty members and some members of part-time faculty.

CRITERIA FOR RANK AND PROMOTION

The extensive alterations to faculty ranking are discussed in **Chapter 3: Talent**. To promote equity among all faculty members, a thorough review of all full-time faculty has been undertaken and new ranking is being determined based on specific guidelines.

LENGTH OF CONTRACTUAL RELATIONSHIPS

As a component of the Rank & Promotion policy, faculty were given the opportunity to formally request a contract longer than the standard annual contract. Under the new policy a faculty member may request a contract based upon Rank of Appointment. An Associate Professor may request a contract of two years, while a Full Professor may request a contract of three years. To date no formal requests for a multi-year contract have come forward; it is uncertain whether this is due to the presumption of re-hire that underlies the current annual contract.

ORIENTATION AND MENTORING OF NEW FACULTY MEMBERS

As part of the new Rank & Performance Plan program, all new faculty members are assigned a full-time mentor to assist in acclimation to the MIAD community. Ongoing mentoring is also provided by the academic Chairs. Every effort is made to ensure that the full-time faculty mentor is part of the same discipline and has a full understanding of the needs that the new faculty member may require.

All faculty members participate in fall and spring orientation/in-service meetings conducted the week prior to the start of the semester. These meetings apprise faculty of institutional changes that have occurred over the summer, including policies and procedures, technology, enrollment for the coming semester, and academic goals. A day of focused discussion follows; recent topics have included assessment, critique, integrated learning, technology, refining the first/second year experience, and creating assignments that will engage new students.

STATUS AND COMPENSATION OF PART-TIME FACULTY

Like many independent art and design colleges, MIAD relies on qualified part-time faculty to support the contributions of full-time faculty. Still, the percentage of part-time faculty runs fairly high. While the contributions of these devoted and skilled part-time faculty members are essential, the long-term goal of the college is to shift this percentage and provide more full-time faculty in the classrooms and studios. Over the last ten years, the number of full-time faculty teaching in the college has remained stable.

All part-time faculty are listed as instructors with no formal academic rank. Part-time faculty are included as members of the Faculty Senate and serve on committees. Part-time faculty representatives to the Faculty Affairs Committee and the Academic Policies Committee are paid a stipend from the Provost/VPAA budget of \$500 per semester for service on these committees. Part-time faculty have a proportional vote (based on course load) in the Faculty Senate.

Part-time faculty are compensated \$3,000 for their teaching, and generally receive a \$100 increase each year. There is a current \$4000 cap per three-credit course beyond which increases do not occur. Part-time faculty are not currently eligible for health care coverage under the MIAD health care plan. Part-time faculty members are restricted from teaching a three-course (9-credit) load for more than one semester out of every three.

TRAINING IN THE USE OF EMERGING TECHNOLOGY

The Title III grant has enabled the college to provide ongoing software, hardware, internet, email, smart classroom and conferencing training through workshops in the Technology Training Center on the 2nd floor of the Pettit Building. In addition, the full-time Technology Trainer provides one-on-one tutoring, as well as classroom delivery assistance; this staff position was created in 2005 as part of the Title III technology enhancements.

Title III also enabled MIAD to provide all full-time faculty with personal laptops and software; when these laptops were refreshed after three years, the older laptops were provided to part-time

faculty. The technology department help desk provides on-call service and trouble shooting for faculty who are experiencing software, hardware, or network problems.

HIRING OF WOMEN AND MINORITY FACULTY

As mentioned earlier, the college has hired ten full-time faculty members over the last ten years; seven of these positions were replacements of retirements or faculty who left the college. In each of these ten positions, national searches were conducted, resulting in the hire of four women, one African-American and one Hispanic. Eight of these faculty members were hired at the assistant professor level. In every search, the college makes special efforts to identify qualified minority and female candidates. Financial restrictions over the last ten years have prevented the college from creating and filling new full-time positions. Additionally, when conducting searches, the college has found the existing salary structure to be an impediment to attracting young faculty. As the college constructs an academic plan and begins to revise its rank and salary structure, we will be able to act more purposefully in creating and filling new faculty positions. The strategic plan calls for the college to grow enrollment to 1,000 students. The revenue generated by increasing student enrollment will secure the funding necessary to attract young and talented faculty. **(SEE Institutional Snapshot -- Appendix #17 for data on faculty demographics.)**

AREA TWO: FINANCES

SUMMARY OF ISSUES from Visitor's Reports:

- Continued efforts toward debt reduction and retirement as an essential piece of the plan for future growth and fiscal health. **[NASAD CONCERN #4]**
- Continued attention to enrollment growth as a second essential piece of the plan for future growth and fiscal health. **[NASAD CONCERN #5]**

DEBT REDUCTION AND RETIREMENT

Understandably, MIAD finances were a concern in 2000 and continue to be so. A financial recovery plan has been filed with the Higher Learning Commission and with the Department of Education. **(SEE Financial Recovery Plan, Appendix #11.)** One of the obvious indicators of the college's financial condition is the DOE ratio, which MIAD does not currently meet. Though these

ratios will not be immediately changed, the financial recovery plan outlines the pathway by which the ratios and the financial health of MIAD will be achieved. Detailed discussion of MIAD finances will be found in Chapter 6: Resources.

ENROLLMENT GROWTH

The primary basis for increasing MIAD's financial viability is improving enrollments. (See sections on Enrollment Management in prior chapters.) A major change in how enrollment growth is being addressed is the fall 2007 contractual arrangement with Noel-Levitz, and the resulting enrollment, recruitment, financial aid and retention strategies currently underway. An Enrollment Management Team has been working directly with Noel-Levitz to produce a 3-year Enrollment Plan targeted to increase MIAD's overall enrollment to 1,000 by 2013.

The two new BFA degree programs, Time-Based Media and Integrated Studio Arts, have had some success in improving enrollment. Integrated Studio Arts has become one of the most popular majors, while Time-Based Media has been chosen by fewer students. New articulation agreements with Milwaukee Area Technical Colleges, Waukesha County Technical College and the College of DuPage, have helped increase enrollments through upper level transfer students.

AREA THREE: CURRICULUM / ASSESSMENT

SUMMARY OF ISSUES from Visitor's Reports:

- The assessment program should be formalized and centralized to provide clearer faculty feedback for institutional change. [HLC CONCERN #1]*
- Continued attention to appropriate enrollment strength in all major programs and appropriate faculty and facilities as well. [NASAD CONCERN #6]*
- General studies credit requirements currently not in compliance with published NASAD standards, addressed below: [NASAD CONCERN #7]*

ASSESSMENT PROGRAM

These concerns have been addressed in earlier chapters of the Self-Study Report. The College Assessment Plan will be found in **Appendix #8**. A full discussion of assessment, including advice given by team members after the focused visit in May 2003, can be found in **Chapter 4:**

Learning.

APPROPRIATE ENROLLMENT, FACULTY & FACILITIES IN ALL MAJOR PROGRAMS

At this point no degree program is at a space available enrollment cap level, although need for space may become an issue in Industrial Design. MIAD has consistently looked at ways to utilize shared equipment, facilities, and, in some instances, faculty. The Facilities Use Policy, for example, has been created to give greater access to computer labs by all students. Because MIAD is space-rich, having on-site expansion available has not been a major concern. A shortage of full-time faculty is a concern in some areas and plans to address shortages have been created. Current program reviews in Time-Based Media will address faculty needs.

GENERAL STUDIES CREDIT REQUIREMENTS

STANDARDS: *On the basis of the self-study and the site visit, the team finds all 9 BFA programs currently not in compliance with published NASAD standards. The visitors note that according to the curricular charts prepared for each of the 9 programs, the 27 required general studies credits constitute 22.5% of the degree requirements. This is below the lowest guideline for BFA programs.... Since the divergence is small, the visitors again request that the institution consider the issue carefully and report its findings to the Commission in the Optional Response. Apart from the deviance from the NASAD guidelines for general studies credits just noted, the 9 BFA programs appear to meet all other applicable and curricular standards outlined in the NASAD handbook.*

As a result of the development of the Service Learning requirement and a shift in art history requirements, the mandatory credits in general studies are now in line with NASAD standards. **SEE Chapter 4: Learning.**