

APPENDIX II-B: CHARGES TO THE SPECIAL EMPHASIS SELF-STUDY SUBCOMMITTEES

Entry and Transition

A-22

<p>Scope</p>	<p>The Subcommittee on Entry and Transition will study many of the programs, policies, and practices that define students’ experiences as applicants and first year students at the University. The programs likely to be relevant include:</p> <ul style="list-style-type: none"> • Recruitment <ul style="list-style-type: none"> First-year, transfer, Honors, minority, Engineering Role of Financial Aid, Opportunity at Iowa • Admission Process <ul style="list-style-type: none"> Standards Process Early Admission Programs (Business, Nursing, Journalism) • Orientation • First Year Experiences/Opportunities <ul style="list-style-type: none"> Learning Communities College Transition, Transfer Transition, College Success Seminar, Online at Iowa First-year Seminars Courses in Common Four-Year Plan Agreement College of Business summer program Engineering
<p>Responsibilities</p>	<p>The final product of the subcommittee will be a written report addressing the following three tasks within the scope of the subcommittee’s specific area.</p> <ul style="list-style-type: none"> • <i>Inventory:</i> Identify and describe the programs, policies, and practices in place at the University of Iowa to meet the criteria for accreditation. • <i>Evaluate:</i> <ul style="list-style-type: none"> • Collect information that addresses the effectiveness of these programs, policies, and practices in meeting the criteria for evaluation. • Collect real life stories from relevant constituencies to illustrate the findings of the subcommittee. • <i>Propose:</i> Suggest changes that will allow the University of Iowa to better meet the criteria for evaluation. <p>In carrying out these tasks, the subcommittee will be mindful of two overarching questions related to diversity:</p> <ul style="list-style-type: none"> • In what ways do the programs, policies, and practices under study support the goal of recruiting and retaining a diverse campus community? • How do the programs, policies, and practices draw upon the diversity of our campus community to promote excellence in undergraduate education?

Common Academic Experiences

<p>Scope</p>	<p>The Subcommittee on the Common Academic Experience is responsible for a thorough assessment of the general education programs of the undergraduate colleges. Design of a new general education program, even if the committee’s assessment suggests that one is needed, falls outside the committee’s charge. If the committee finds that a revision is in order, though, the committee should make recommendations about the principles that should guide the revision and an appropriate process for conducting the revision.</p>
<p>Responsibilities</p>	<p>The subcommittee will produce a report addressing two key questions:</p> <ul style="list-style-type: none"> • What learning outcomes should the University of Iowa’s general education program promote among our students? • To what extent does the current general education program succeed in promoting those outcomes? <p>In carrying out these tasks, the subcommittee will be mindful of two overarching questions related to diversity:</p> <ul style="list-style-type: none"> • In what ways does the general education program support the goal of recruiting and retaining a diverse campus community? • How does the general education program draw upon the diversity of our campus community to promote excellence in undergraduate education? <p>The subcommittee will choose its own methods, but can be expected to:</p> <ul style="list-style-type: none"> • seek input from students, members of the faculty, alumni, and employers; • examine practices at other institutions; and • consult the relevant scholarly literature. <p>In carrying out its work, the task force will keep the campus community involved and informed about the project.</p>

Education Within the Major

<p>Scope</p>	<p>The Subcommittee on Education Within the Major will study the programs, policies, and practices that define students’ experiences as they pursue the specialized learning available in their major or majors. The issues likely to be relevant include:</p> <ul style="list-style-type: none"> • Selecting a major • Academic advising in departments • Definition and assessment of learning outcomes for the majors • New programs and initiatives • Interdisciplinary in the context of majors
<p>Responsibilities</p>	<p>The final product of the subcommittee will be a written report addressing the following three tasks within the scope of the subcommittee’s specific area.</p> <ul style="list-style-type: none"> • <i>Inventory:</i> Identify and describe the programs, policies, and practices in place at the University of Iowa to meet the criteria for accreditation. • <i>Evaluate:</i> <ul style="list-style-type: none"> • Collect information that addresses the effectiveness of these programs, policies, and practices in meeting the criteria for evaluation. • Collect real life stories from relevant constituencies to illustrate the findings of the subcommittee. • <i>Propose:</i> Suggest changes that will allow the University of Iowa to better meet the criteria for evaluation. <p>In carrying out these tasks, the subcommittee will be mindful of two overarching questions related to diversity:</p> <ul style="list-style-type: none"> • In what ways do the programs, policies, and practices under study support the goal of recruiting and retaining a diverse campus community? • How do the programs, policies, and practices draw upon the diversity of our campus community to promote excellence in undergraduate education?

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Getting Involved

<p>Scope</p>	<p>The Subcommittee on Getting Involved will study the programs, policies, and practices that define students’ learning experiences outside the classroom. The programs likely to be relevant include:</p> <ul style="list-style-type: none"> • USA program • Special opportunities within majors • Undergraduate Teaching assistants • Honors • Office of Student Life programs • Residential Life programs/government • Study Abroad • Career Center • Staying Involved: graduation and alumni networking
<p>Responsibilities</p>	<p>The final product of the subcommittee will be a written report addressing the following three tasks within the scope of the subcommittee’s specific area.</p> <ul style="list-style-type: none"> • <i>Inventory:</i> Identify and describe the programs, policies, and practices in place at the University of Iowa to meet the criteria for accreditation. • <i>Evaluate:</i> <ul style="list-style-type: none"> • Collect information that addresses the effectiveness of these programs, policies, and practices in meeting the criteria for evaluation. • Collect real life stories from relevant constituencies to illustrate the findings of the subcommittee. • <i>Propose:</i> Suggest changes that will allow the University of Iowa to better meet the criteria for evaluation. <p>In carrying out these tasks, the subcommittee will be mindful of two overarching questions related to diversity:</p> <ul style="list-style-type: none"> • In what ways do the programs, policies, and practices under study support the goal of recruiting and retaining a diverse campus community? • How do the programs, policies, and practices draw upon the diversity of our campus community to promote excellence in undergraduate education?

Cultivating Student Potential

<p>Scope</p>	<p>The Subcommittee on Cultivating Student Potential will study the programs, policies, and practices that contribute to every student reaching his or her potential. The programs likely to be relevant include:</p> <ul style="list-style-type: none"> • Academic Support (general student population) Writing Lab, Math Lab, Business Writing Program, History Writing Center, Chemistry Center, Engineering • Academic Support (targeted student populations) Opportunity at Iowa, IowaLink, Support Service Programs, Athletic Student Services, Summer Business program, Iowa Biosciences Advantage • Health and Wellness University Counseling, Student Disability Services, Student Health, Health Iowa • Support for teaching University Libraries, Center for Teaching, TA training programs, Technology
<p>Responsibilities</p>	<p>The final product of the subcommittee will be a written report addressing the following three tasks within the scope of the subcommittee’s specific area.</p> <ul style="list-style-type: none"> • <i>Inventory:</i> Identify and describe the programs, policies, and practices in place at the University of Iowa that relate to the scope of the subcommittee’s charge. • <i>Evaluate:</i> <ul style="list-style-type: none"> ○ Collect information that addresses the effectiveness of these programs, policies, and practices in meeting the criteria for evaluation. ○ Collect real life stories from relevant constituencies to illustrate the findings of the subcommittee. • <i>Propose:</i> Suggest changes that will allow the University of Iowa to better meet the criteria for evaluation. <p>In carrying out these tasks, the subcommittee will be mindful of two overarching questions related to diversity:</p> <ul style="list-style-type: none"> • In what ways do the programs, policies, and practices under study support the goal of recruiting and retaining a diverse campus community? • How do the programs, policies, and practices draw upon the diversity of our campus community to promote excellence in undergraduate education?

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Learning Environments

<p>Scope</p>	<p>The Subcommittee on Learning Environments will study the places that the University and the community provide for students to learn. This includes both physical and virtual spaces, as well as spaces used for formal teaching and learning as well as for informal teaching and learning.</p>
<p>Responsibilities</p>	<p>The final product of the subcommittee will be a written report addressing the following three tasks within the scope of the subcommittee’s specific area. It is important that the report, wherever possible, explicitly address the HLC criteria for accreditation.</p> <ul style="list-style-type: none"> • <i>Inventory:</i> Identify and describe the facilities, policies, and practices in place at the University of Iowa to meet the criteria for accreditation. • <i>Evaluate:</i> <ul style="list-style-type: none"> • Collect information that addresses the effectiveness of these facilities, policies, and practices in meeting the criteria for evaluation. • <i>Propose:</i> Suggest changes that will allow the University of Iowa to better meet the criteria for evaluation. <p>In carrying out these tasks, the subcommittee will be mindful of two overarching questions related to diversity:</p> <ul style="list-style-type: none"> • In what ways do the facilities, policies, and practices under study support the goal of recruiting and retaining a diverse campus community? • How do the facilities, policies, and practices draw upon the diversity of our campus community to promote excellence in undergraduate education? <p>In carrying out its work, the subcommittee is likely to find it helpful to talk with representatives from each of the following, <i>as well as others the subcommittee identifies.</i></p> <ul style="list-style-type: none"> • University Libraries • Iowa Memorial Union • University Housing • One or more downtown businesses (e.g., Old Capitol Center, coffee houses) • Facilities Management, Campus & Facilities Planning (possibly, but the committee does have a representative from this unit)