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HLC SITE VISIT PREP SESSION: CRITERION 2

Goals

- **Identify key parts of the criteria that may receive focus from the team**

- **Identify key people on campus who can best respond**

- **Review key evidence UAFS presented in our assurance argument**

- **Consider specific questions the team might have**

Review the Final Draft

Criterion 2: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, staff, and students.

Key themes and stakeholders

"establishes and follows policies" (adherence and not ad hoc)	Practice becomes policy	Presents itself clearly and completely- candor and accuracy
Autonomy of governing board	Academic Freedom and Freedom of Expression	Responsible acquisition, discovery, and application of knowledge
Board members	Academic Affairs	Faculty
	Student Affairs	

How do we address the criteria? 2A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

- Specialized accrediting bodies
- Annual audits with UA system
- Legislative audits
- Budget Council
- Academic Catalogs
- Policies for syllabi, modes of delivery, final exams, and grading records
- Research ethics: IRB
- Academic Integrity Committee
- 1940 AAUP statement in the Faculty and Staff Handbook
- HR processes and transparency
- HR trainings

How do we address the criteria? 2B

The institution presents itself clearly and completely to its students and to the public.

- Updated public web
- Process for accuracy in digitally circulated materials
- Internships
- Annual Research Symposium
- Health Clinics
- Economic impact to the community
- CED: Family Enterprise Center

How do we address the criteria? 2C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

- Board of Visitors and Board of Trustees: legislation, bylaws, operating policies
- Public meetings
- Training of the Board
- BOT minutes re: mission changes, audits, property acquisition, infrastructure projects, strategic plans, etc.
- Budget approval
- Public comment to BOT
- Standards of conduct for BOT to maintain independence in the best interest of the institution
- System President's role in accountability
- Faculty Senate
- Dean's Council
- Curriculum Committee
- BOT processes for faculty appointments, promotion dismissal, etc

How do we address the criteria? 2D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

- Faculty status for library staff
- Section U.6 of the Faculty and Staff Handbook
- AAUP 1940 statement adopted
- Library programming: Constitution Week, Free Speech Week, Banned Book Week
- Library Bill of Rights
- Freedom of Speech statement in Student Handbook and Academic Catalog
- Constitution on Campus programming
- FORUM Act

How do we address the criteria? 2E

The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, staff, and students.

- IRB: Updated policies
- Grant development and grants position
- Specialized Accreditors and their ethical codes or standards
- Mini-grants
- Student research symposium
- Repository for faculty research
- Faculty promotion requirements
- Sabbatical leave policy
- Formal recognitions of excellence and research/awards
- Student access to research and information ethics: courses, ULOs, mentorship, capstone experiences
- AI policies
- Scholarly sources and citation
- Student Success Librarian
- Writing center
- Citation guides
- Acceptable use policy
- Respondus Lock-Down browser
- Proctor/monitor exams
- Academic dishonesty process and procedure

Possible Questions - Transparency

Do students receive what UAFS promises in the catalog, recruitment materials, and website?

Are UAFS's stated goals the ones that are funded and supported? How is this apparent?

Can students get the courses they need to complete a degree in a timely fashion?

Do you believe that your daily reality matches all the documentation the team was sent?

Do the website and recruitment materials describe or depict an accurate portrayal of UAFS? (is the information accurate, timely, and representative?)

When a policy, process, or program is being examined or proposed, is it publicized to the appropriate constituencies?

Does UAFS have appropriate policies and procedures in place?

Do you know where to get a class schedule or a financial report? Is this common knowledge?

Do people know where to voice a concern or lodge a complaint?

Do students receive clear information as to how much their education would cost?

When a policy, process, or program is being examined or proposed, is it publicized to the appropriate constituencies?/Is it data-informed?/Is it consistent with the mission?

Possible Questions – Research

- In what ways do faculty and students contribute to scholarship, creative work, and the discovery of knowledge at UAFS?

- How does UAFS encourage or support student or faculty research, creative activity, and discovery?

- How does UAFS ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly?

- Does UAFS have policies and procedures in place to address ethical conduct in research for both faculty and students?

Possible Questions – Shared Governance and Campus Climate

- Describe the campus climate at UAFS.
- Describe shared governance and how faculty/staff participate in decision-making at different levels (department, college, institution).
- For some common faculty issues (workload, salary, sabbatical leaves, etc.), what works well and what needs to be improved?
- Are you satisfied with the support you receive to enhance your scholarship/teaching/research?
- Have UAFS administrators established a culture of trust?
- Does UAFS have academic and financial requirements that are presented clearly and completely to students and the public?
- Who is responsible for curriculum additions/deletions/modifications?
- Who is responsible for academic policy creation/modification?
- Do you, faculty, believe you have academic freedom in your teaching?

General Questions

- What do you believe have been the major accomplishments of UAFS over the last ten years?

- What are UAFS's problem areas?

- What concerns do you have about the future of UAFS?

- Is there anything you would like us to know that we have not asked or covered?

Questions, concerns, problems?

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