

**HLC Steering Committee – Criterion 1  
Assurance Argument Lock Date September 1, 2023**



Criterion 1 - Fifth Meeting  
April 20<sup>th</sup> and 21<sup>st</sup> 2022  
Escalante Hall 301

# of Members Present: 16 members present (between two sessions)

Agenda:

1. Reminder: Meeting 5 will be approximately 90 minutes
  - a. Wednesday morning: 9-10:30am; Thursday afternoon: 1-2:30pm
  - b. Goal by May 1 – Outline of evidence to be used for each component
  - c. Meeting 5: Brainstorming evidence for 1.C and narrowing evidence for 1.B & 1.C
2. Narrow evidence for Criterion 1B. 1-3
  - a. Assemble into two sub-groups
  - b. Review examples of evidence brainstormed from last meeting
  - c. Select most useful evidence between the sub-components
  - d. 1B.1 narrowed to evidence #s: 1 and 3, 2, 7, 8, 9, and 10
    - i. narrowed from 11 pieces of evidence
  - e. 1B.2 narrowed to evidence #s: 1, 2, 4, 5, and 6
    - i. narrowed from 6 pieces of evidence
  - f. 1B.3 narrowed to evidence #s: 4 and 6
    - i. also evidence from 1B.1, specifically 1, 4, 7, and 8
    - ii. narrowed from 17 pieces of evidence
    - iii. all of the pieces of evidence listed above will appear in finalized outline for Criterion 1; the rest of the evidence will appear in a larger file entitled “Criterion 1: Documentation”
3. Chair Kinney introduced Criterion 1C  
*“The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.”*
4. Criterion 1 Committee shared evidence for Criterion 1C.1  
*“The institution encourages curricular or co-curricular activities that prepare students for informed **citizenship and workplace success**”*

Guiding questions: what curricular or co-curricular activities prepare students for informed citizenship or for workplace success?

- a. Shared out ideas and evidence in support of these ideas for 1C.1
  1. Latest SLO addition
  2. Student Success and Engagement Department
  3. Structured research and capstone opportunities (KINE, CHEM, BIOL)

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4. Clinicals, internships, and practicums
5. Broad base of degree programs and course offerings
6. Cultural Inclusion Council (i.e. Unity Fest; six different student alliances like Black Student Alliance, Gender and Sexualities Alliance, International Student Alliance, Latino Student Alliance, Native American Student Alliance, Ho’olokahi Polynesian Club Alliance)
7. Innovation Center
8. Civic Forum
9. Free Speech on Campus (i.e. Chicago Statement)
10. Speaker Series (i.e. guest speakers in classes, Entrepreneurship Day, Maverick Power Hour)
11. Study Abroad and National Student Exchange Programs
12. Diversity and Inclusion Events
13. Campus as a voting site and citizenship naturalization site
14. ASG
15. Maverick Milestone curriculum
16. Student Showcase
17. Aspinall Scholarship
18. Taking students to the Capital Conference in D.C.
19. Career Center Programing (i.e. Etiquette Dinner, Internship, Job and Major Fairs)
20. Client-based projects for certain classes (i.e. hospitality, management, and technical writing courses working with the Hotel Maverick, culinary arts courses hosting a VIP tent at Winefest, WCCC marketing class raising funds for conference attendance)
21. Holocaust Awareness Programing/Week
22. Daniel’s Fund: ethics SLO, sponsoring different events, hosting speakers on campus, grants for altering course content, assessment of course content in MANG 201, 301, and 499, HOSP 101 and 470, and guided by specific [principles](#)
23. Various student clubs (i.e. Hospitality Management Club, Land Energy Management Club, GEMS, Alpha Chi, WriteClub)

- b. Determine best examples of evidence for this sub-component
  - i. narrowed to evidence #s: 1, 2, 4, 5, 6, 8, 11, 14, 16, 19, 21, and 22
  - ii. narrowed from 23 pieces of evidence

5. Criterion 1 Committee shared evidence for Criterion 1C.2

*“The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations”*

Guiding questions: what practices or procedures show we treat diverse populations equitably?

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- a. Shared out ideas and evidence in support of these ideas for 1C.2
    1. Diversity and Inclusion Coordinator position
    2. National Student Exchange Program and Study Abroad
    3. Campus Climate Survey: Focus groups for certain populations
    4. Diversity and Inclusion Working Group
    5. Minority Student Senator and Varying Abilities Student Senator
    6. Spanish speaking floor in residence hall
    7. Trainings for working with certain student populations (i.e. Veteran Trainings, and Safe Zone Trainings)
    8. Student Services: TRIO, EAS, Veteran’s Services
    9. ADA Compliant (federally mandated)
    10. Scholarships targeting certain groups: Guardians, R.I.S.E, and COSI
    11. Enrollment strategies targeting certain groups
    12. Job searches: A.A. Representative on each job search; targeting minority communities for each job search; search chair guidelines
    13. Graduation rates and retention rates of diverse populations (show these numbers within context of demographics of the service region)
    14. 1<sup>st</sup> Generation Celebrations
    15. Starting Spanish speaking tours/Mesa Experiences
    16. Vision, Values, and Strategic Plan
    17. Grade Appeals Processes (beyond ADH)
    18. Spaces celebrating diversity: Veteran’s Lounge, Cultural Cafes, “Voices Seen: Portraits of Diversity on Campus,” LGBTQ+ resource webpage
    19. Celebration of Hispanic Heritage Month and Black History Month
    20. Courses that specifically explore issues of human diversity
    21. Various student clubs based around student demographics
      - i. Ease of initiating a club on campus
    22. Area of opportunity: processes that support faculty/staff from diverse communities
  - b. Determine best examples of evidence for this sub-component
    - i. narrowed to evidence #s: 1, 2, 4, 7, 8, 11, 20, and 21
    - ii. narrowed from 21 pieces of evidence
6. Criterion 1 Committee shared evidence for Criterion 1C.3  
*“The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives”*

Guiding questions: how do we foster a climate of respect throughout the campus-community?

- a. Shared out ideas and evidence in support of these ideas for 1C.3
  1. Vision and Values Statement

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2. Increasing diversity of the Board of Trustees
  3. Information on campus climate in Maverick Guide
  4. Invitation to outside speakers from various backgrounds (Bari Weiss, Social Justice Forum, Julia Charles-Linen, Lisa Wade)
  5. Professional Development Opportunities (i.e. syllabus workshop, workshop on accommodating students w/ varying abilities, presentations by Denita Mosby Tyler of the “Equity Project”)
  6. Free Speech Committee and Chicago Statement
  7. Job Search Protocol, specifically language in search handbook
  8. Cultural Inclusion Council
  9. CMU Professional Handbook (pages VI-I)
  10. Hunger Free Campus Designation, access to Food Pantries, subsidized Power Bowls
  11. Diversity and Inclusion Coordinator; events sponsored by Diversity and Inclusion Office
  12. Mobile Learning to help engage rural communities
  13. Three campuses to help engage rural communities
  14. “Turning the Corner on Racism” committee/conversations
  15. Fully online degree programs to support rural communities
  16. Area of opportunity: engaging non-traditional students
- b. Determine best examples of evidence for this sub-component
- i. narrowed to evidence #s: 1, 3, 4, 6, 7, 9, 10, 11, 12, and 13
  - ii. narrowed from 16 pieces of evidence

Next time: *adjourned for the summer*

1. Meeting 6: Sometime in early September
2. Re-calibrating time/date for meeting; plan to send out Doodle Poll in Aug.
3. Discuss drafting and revising processes
4. **Homework:** Final Review— skim the outline and make suggestions (available on MS Teams by 4/26; try to review by 4/29)