

TRANSCRIPT

Episode 5 - Criterion 3 – Teaching and Learning: Quality, Resources, and Support

Debbie's Bookend - Welcome to the *Leatherneck Accreditation Lab*, a podcast to prepare for Western Illinois University's HLC Accreditation site visit. This is Debbie Kepple-Mamros, Director of Assessment, Accreditation and Strategic Planning. We have several episodes planned. One episode will be released each week up until the site visit on March 29 - 30, 2021.

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[AMY]

Welcome to the fifth podcast episode of *The Leatherneck Accreditation Lab*, where we are providing you with information about Western's reaffirmation of accreditation process. Today's episode, titled Criterion 3: Teaching and Learning - Quality, Resources, and Support, focuses on the third criterion Western is evaluated on, which is really at the heart of what we do: teaching and learning. My name is Amy Mossman, and in addition to serving the university as a professor in English, I also direct the University Writing Center. I am joined today by my colleague, Dr. Kristi Mindrup. Dr. Mindrup serves as *Assistant Vice President of Academic Affairs and Interim Administrator in Charge for the Quad Cities campus*.

Dr. Mindrup, would you like to get us started and talk a bit about the first section of our teaching and learning criterion?

[KRISTI]

This third criterion of the assurance argument focuses on quality of teaching and learning, as well as resources and support. In the first section, we talk about our academic programs at all levels and across all modes of delivery and all locations. We go over processes for curricular approvals, individual program reviews and accreditations where appropriate. We also talk about the way programs establish and support learning outcomes, and we touch on assessment, though assessment is covered in more detail in criterion 4.

[AMY]

Thanks, Kristi!

Where the first section addresses the *what* in terms of our academic offerings, the second section focuses more on the *how and why*—*how* we engage students, support their learning, prepare them for success as citizens and professionals, and tie our academic offerings and learning outcomes to our *why*—our mission as a regional master's granting institution. This section specifically addresses general education, diversity, and faculty and student contributions to research and creative work. To that end, we discuss our general education program, its mission and areas of focus for intellectual inquiry and skill development. We also talk about academic programs and supporting initiatives that recognize, celebrate, and support human and cultural diversity and provide students with opportunities to learn about and engage multicultural and diversity issues. Finally, the contribution of faculty and students to research, scholarship, and creative work, including support for faculty and student research and creative work, is also discussed.

[KRISTI]

The third section of this criterion focuses on *the who*—the faculty and staff who deliver our academic programs and student services such as tutoring, advising, and cocurricular activities. For example, do we have the faculty and staff needed to deliver our programs and services and to support the processes of

curriculum development, assessment, and quality oversight? Are the faculty and staff properly trained and qualified? Are there processes in place to ensure currency and quality, such as instructor evaluation? Are there processes and resources to support faculty and staff in their primary duties and professional development? Are we working to ensure that our faculty and staff community reflects human diversity? And, are there formal structures in place to ensure faculty are accessible to students?

[AMY]

Building on that, the fourth and final section of this criterion is focused on support for student learning and for effective teaching. For example, what support services does Western offer its students? In what ways do we address our students' academic needs, from the recruitment stage through graduation? Finally, what infrastructure do we have in place to support teaching and learning, from technology, to physical spaces like laboratories and performance areas, as well as library resources and collections?

To conclude, the criterion 3 portion of the assurance argument focuses on the ways in which faculty, staff, and infrastructure at Western contribute to, develop, and support our students' experience and success through our primary mission: teaching and learning in an environment that fosters academic excellence, educational opportunity, personal growth, and social responsibility.

That's all for this episode. If you have any questions, please feel free to email us at aasp@wiu.edu or check out our web page at wiu.edu/aasp.

Thank you for listening.

Debbie's Bookend This has been an episode of *The Leatherneck Accreditation Lab*, a podcast to prepare for Western Illinois University's HLC Accreditation site visit. Tune in next week when we bring you another episode to prepare the Western Illinois University community for our upcoming accreditation visit.