

**National Commission for Academic Accreditation &
Assessment**

**Standards for Institutional Accreditation in Higher
Education**

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Standards for Institutional Accreditation in Higher Education

The National Commission for Academic Accreditation & Assessment in Saudi Arabia has developed a set of standards for the accreditation and quality assurance of higher education institutions in eleven general areas of activity.

Institutional Context

- 1. Mission and Objectives**
- 2. Governance and Administration**
- 3. Management of Quality Assurance and Improvement**

Quality of Learning and Teaching

- 4. Learning and Teaching**

Support for Student Learning

- 5. Student Administration and Support Services**
- 6. Learning Resources**

Supporting Infrastructure

- 7. Facilities and Equipment**
- 8. Financial Planning and Management**
- 9. Faculty and Staff Employment Processes**

Community Contributions

- 10. Research**
- 11. Institutional Relationships With the Community**

These standards are based on what is generally accepted as good practice in higher education throughout the world and adapted to the particular circumstances of higher education in the Kingdom of Saudi Arabia.

A summary of the eleven general standards is provided in this document together with some comments on kinds of evidence that could be considered in determining whether these standards are met and possible performance indicators based on this evidence.

Requirements for Universities

In addition to these standards that have general application to higher education institutions the Commission has developed a set of requirements for universities. These set minimum required standards for breadth of study, involvement in research, provision of postgraduate programs, student enrolments, and involvement of faculty in scholarly activity.

Indicators and Evidence of Performance

The comments on evidence and indicators presented here are intended to be illustrative. Part of the responsibility of an institution in establishing a quality assurance system is to identify evidence and indicators that will be used by that institution to monitor and assess improvements in quality.

While it is the responsibility of each institution to monitor and plan for improvement in relation to its own mission and objectives the Commission has also identified certain key performance indicators on which information should be provided by all institutions. This requirement has several important objectives. It assists in monitoring the quality of performance of the system of higher education as a whole, it provides a sample of important information about institutions that makes it possible for the Commission to continue their accreditation in the interval between major external reviews, and provides system-wide statistical data that can be used by institutions for benchmarking purposes.

Self Evaluation Scales

High quality standards can only be achieved by action planned and undertaken within the institutions offering educational programs. In keeping with this the approach to quality assurance and accreditation of institutions in the Kingdom of Saudi Arabia is based on self evaluation in relation to generally accepted standards of good practice, verified by independent external review.

To support this approach the standards are supported by self evaluation scales through which institutions (or sections responsible for particular functions within them) rate their own performance using a starring system. These self evaluation scales are included in a separate publication, *Self Evaluation Scales for Higher Education Institutions*. It is expected that these self evaluation scales will be used by institutions in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self studies prior to an accreditation review by the Commission.

Application of the Standards to Different Types of Institutions.

The standards are designed for all higher education institutions, that is institutions offering programs described as higher education and leading to higher education qualifications in the National Qualifications Framework. They apply to all post secondary institutions responsible to the Ministry of Higher Education and with two exceptions to institutions offering comparable qualifications in other Ministries and Government agencies.

The exceptions are vocational college offering post secondary programs that are responsible to the General Organization of Technical and Vocational Training (GOTEVOT) and to institutions offering programs in Defence and which are outside the responsibility of the Commission. The requirements for vocational colleges responsible to GOTEVOT differ from those in higher education because of differences in the nature of programs offered and quality standards for these colleges are set out in a separate document.

While the standards for higher education institutions are the same there are some important differences in the circumstances of some types of institutions that affect how the standards should be applied.

- In several systems of colleges the responsibility for planning of programs and appointment of faculty is shared between the individual colleges and the central administration of the college system. The overall standards relating to these matters remains the same but the responsibility for meeting the standard is shared between the local institution and the central administration of that system.
- There are some differences in the regulations affecting public and private institutions, including some relating to borrowing, fee payments by students and

financial management. Consequently some of the standards specified for these matters are not relevant to some institutions.

- As indicated above there are special requirements affecting universities relating to involvement in research, postgraduate study and range of programs. Although scholarly activities on the part of faculty should be encouraged in all institutions these requirements do not have to be met in colleges.
- Some institutions are involved in partnership arrangements with other institutions under which certain elements of program planning and evaluation are shared with another institution, either within or outside the Kingdom. If such arrangements exist there are some special requirements to ensure that quality is maintained and the requirements of the Saudi Arabian system are met.
- Some institutions offer programs by distance education. This different form of delivery changes the form of interaction between students and institutions and leads to additional requirements for program delivery and support. The special requirements for distance education programs are set out in a different document.

In the statements of standards and in the related document providing self evaluation scales attention is drawn to some of these differences. However some flexibility is required in the application of the standards in cases where a particular requirement is not applicable to the institution concerned.

Standards for Institutional Accreditation in Higher Education

A. Institutional Context

1. Mission and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities, and be influential in guiding planning and action within the institution.

Requirements

1.1 Appropriateness of the Mission;

The mission statement must be appropriate for the institution in the community in which it is operating.

To satisfy this requirement the mission statement should:

- 1.1.1 Be consistent with the establishment charter of the institution (including any objectives or purposes in by laws or regulations, company objectives or comparable documents.)
- 1.1.2 Be appropriate for an institution of its type (for example a small private college, a research university, a girls college in a regional community, etc.)
- 1.1.3 Be consistent with Islamic beliefs and values.
- 1.1.4 Be relevant to the needs of its community or communities.
- 1.1.5 Be consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia.
- 1.1.6 Be explained to its stakeholders in a way that demonstrates its appropriateness.

1.2 Usefulness of the Mission Statement

The mission statement must be challenging but achievable, provide an effective guide to decision making and establish criteria for evaluation of performance

To satisfy this requirement the mission statement should:

- 1.2.1 Provide an effective guide for decision-making and choices among alternative planning strategies.
- 1.2.2 Be relevant to all of the institution's important activities.
- 1.2.3 Be achievable through effective strategies that can be implemented within the level of resources expected to be available.
- 1.2.4 Be sufficiently clear and specific to provide criteria for evaluation of progress towards its achievement.

1.3 Development and Review of the Mission

The mission statement must be developed through consultative processes and formally adopted and periodically reviewed.

To satisfy this requirement the mission statement should:

- 1.3.1 Be developed in consultation with and with the support of major stakeholders in the institution and its community.
- 1.3.2 Be formally approved by the governing body of the institution.
- 1.3.3 Be periodically reviewed and reaffirmed or amended as appropriate by the governing body in the light of changing circumstances.

1.4 Use Made of the Mission Statement

The mission statement must be used consistently as a basis for planning and major policy decisions within the institution.

To satisfy this requirement the mission statement should:

- 1.4.1 Be used as the basis for a strategic plan over a specified medium term (eg. 5 to 7 year) planning period.
- 1.4.2 Be publicized within the institution and known about and supported by faculty and staff.
- 1.4.3 Be used consistently as a guide in resource allocation and policy decisions.
- 1.4.4 Be used to provide criteria for consideration of major program and project proposals.

1.5 Relationship Between Mission, Goals and Objectives for the Institution

The mission statement must be used as the basis for establishment of goals for development of the institution.

To satisfy this requirement:

- 1.5.1 Medium and long term goals for the development of the institution and its programs should be consistent with and support the mission.
- 1.5.2 Goals should be stated clearly enough to guide planning and decision making in ways that are consistent with the mission.
- 1.5.3 Goals should be periodically reviewed and reaffirmed or modified as necessary in the light of changing circumstances including any amendments in the mission.

1.6 Relationship Between Mission, Goals and Objectives for Organizational Units

The mission statement must be used as a basis for establishing objectives and strategic planning by the institution and organizational units within it.

To satisfy this requirement:

- 1.6.1 Be consistent with the mission and broader goals for development derived from it.
- 1.6.2 Be used as a basis for strategic planning for actions that contribute to achievement of the mission.
- 1.6.3 Faculty and staff in all parts of the institution should be consulted during the development of major goals for development.

Evidence and Performance Indicators

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications in it, interviews with faculty, staff and students to find out how well it is known and supported, and consideration of other reports, proposals and statements to see the extent to which the mission is used as a basis for decisions. Indicators that could be used include responses to questions on surveys to see how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for the decision made.

Standard 2: Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. They must occur within a framework of sound policies and regulations that ensure financial and administrative accountability and an appropriate balance between coordinated planning and local initiative.

Requirements

2.1 Governing Body

The governing body must operate effectively in the interests of the institution as a whole and the communities it serves.

To satisfy this requirement the governing body should:

- 2.1.1 Have as its primary objective the effective development of the institution in the interests of its students and the communities it serves.
- 2.1.2 Include in its membership individuals with the range of perspectives and expertise needed to guide the educational policies of the institution.
- 2.1.3 Ensure that its members are familiar with the range of activities within the institution and the needs of the communities it serves.
- 2.1.4 Ensure that new members are thoroughly inducted into their role with information about the institution, and the role and processes of the governing body itself.
- 2.1.5 Periodically review the mission, goals and objectives of the institution.
- 2.1.6 Ensure that the mission, goals and objectives of the institution are reflected in detailed planning and activities.
- 2.1.7 Monitor and accept responsibility for the total operations of the institution, but avoid interference in management or academic affairs.
- 2.1.8 Establish sub committees (including members of the governing body, senior faculty and staff, and outside persons as appropriate) to give detailed consideration to major responsibilities such as finance and budget, staffing policies and remuneration, strategic planning, and facilities.
- 2.1.9 Define its responsibilities in such a way that the respective roles and responsibilities of the governing body for overall policy and accountability, the senior administration for management, and the academic decision making structures for program development, are clearly differentiated, defined, and followed in practice.
- 2.1.10 (In a private institution) Clearly define the relative responsibilities of the owners or company directors and the governing body.
- 2.1.11 Ensure that in their role as members of the governing body members who are also faculty or staff of the institution act in the interests of the institution as a whole rather than as representatives of sectional interests.
- 2.1.12 Regularly review its own effectiveness and develop plans for improvement in the way it operates.

2 Senior Management

The senior management of the institution must provide effective and responsible leadership for the development and improvement of the institution.

To satisfy this requirement senior managers should:

- 2.2.1 Anticipate issues and opportunities and exercise initiative in response.
- 2.2.2 Provide leadership, and encourage and reward initiative on the part of subordinates within clearly defined policy parameters.
- 2.2.3 Encourage teamwork and cooperation in achievement of institutional goals and objectives.
- 2.2.4 Delegate responsibility appropriately within a clearly defined reporting and accountability framework.

- 2.2.5 Provide regular and constructive feedback on performance of faculty and administrative staff in a manner that contributes to their personal and professional development
- 2.2.6 Ensure that submissions to the governing body are fully documented and presented in a form that clearly identifies policy issues for decision and the consequences of alternatives.

2.3 Planning Processes

Planning processes must be managed effectively to achieve the mission and goals through cooperative action across the institution. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstance.

To satisfy this requirement planning processes should:

- 2.3.1 Be based on short and long-term objectives derived from mission and goals.
- 2.3.2 Be strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long-term results.
- 2.3.3 Take full and realistic account of aspects of the external environment affecting development of the institution.
- 2.3.4 Provide for involvement and understanding throughout the institutional community.
- 2.3.5 Be effectively communicated to all concerned with impacts and requirements for different constituencies made clear.
- 2.3.6 Provide for monitoring of implementation in relation to short term and intermediate targets.
- 2.3.7 Be reviewed, adapted and modified, with corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.
- 2.3.8 Be directly linked to information management systems that provide regular feedback on both ongoing routine activities and progress in strategic initiatives.
- 2.3.9 Incorporate risk management as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.
- 2.3.10 Be integrated with annual and longer term budget processes that provide for medium term adjustments as required.

2.4 Relationship Between Sections for Male and Female Students

In institutions with male and female campuses the leaders of both campuses participate in institutional governance and be fully involved in strategic planning and senior management with effective and continuing communication to ensure effective implementation. Strategic planning should ensure equitable distribution of resources and facilities to meet the requirements of program delivery and associated services on each campus. To satisfy this requirement institutions should:

- 2.4.1 Ensure that male and female campuses are adequately represented in the membership of relevant committees and councils through processes that are consistent with bylaws and regulations of the Higher Council of Education.
- 2.4.2 Ensure that there is effective communication between members of these committees and councils, and between individuals on the different campuses carrying out related activities.
- 2.4.3 Ensure that planning processes lead to comparable standards in each section while taking account of differing needs.

2.4 Institutional Integrity

The institution must meet high ethical standards in its teaching, research and service functions. These standards must be maintained in all of its dealings with its students, faculty and staff and its relationships with external agencies including both government and non government organizations.

To satisfy this requirement the institution should:

- 2.4.1 Establish and monitor implementation of codes of practice that ensure that faculty, staff and students, and all committees and organizations act consistently with high standards of ethical conduct in the conduct and reporting of research, in teaching, performance evaluation and assessment, and in the conduct of administrative and service activities.

- 2.4.2 Regularly review, evaluate and modify its policies and procedures as necessary to ensure continuing high standards of ethical conduct.
- 2.4.3 Represent itself honestly and accurately to internal constituencies and external agencies.
- 2.4.4 Ensure that regulations are established to provide for declarations of pecuniary interest and avoidance of conflict of interest and that these regulations are consistently followed. The regulations should apply to the governing board and to all committees and other decision making bodies in the institution.

2.5 Internal Policies and Regulations

The institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units and positions within the institution.

To satisfy this requirement the institution should:

- 2.5.1 Establish and maintain a policy and procedures manual establishing regulations and procedures for dealing with all major areas of activity within the institution.
- 2.5.2 Establish terms of reference or statements of responsibility for major committees and administrative and academic positions within the institution and include these in the policy and procedures manual.
- 2.5.3 Ensure that policies, regulations and related documents are readily accessible to all faculty, staff and students who are affected by them, including new members of faculty and staff, and members of committees.
- 2.5.4 Specify student responsibilities, codes of conduct, and regulations affecting their behaviour and ensure that these are made known to students when they begin studies at the institution.
- 2.5.5 Follow a systemic program of review through which all policies and regulations and terms of reference and statements of responsibility are periodically reviewed.

2.6 Organizational Climate

The institution must implement systems to maintain a positive organizational climate. (defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among faculty and staff that their contributions are value.

To satisfy this requirement the institution should:

- 2.6.1 Ensure that opinions of faculty and staff on major initiatives are sought and that information is provided on how those opinions have been considered and responded to.
- 2.6.2 Ensure that significant achievements and contributions to the institution or the community by faculty, staff or students are recognized and appropriately acknowledged.
- 2.6.3 Ensure that information about issues, plans and developments at the institution are regularly communicated to faculty and staff through means such as newsletters, internal publications or electronic communications.
- 2.6.4 Assign responsibility to a senior administrator or central unit to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development.

2.7 Associated Companies and Controlled Entities

If institutions establish or control subsidiary corporations for matters such as service provision, publications, or development of intellectual property the institution must maintain effective policy oversight, accountability and risk management processes.

To satisfy this requirement the institution should:

- 2.7.1 Ensure that there is consistency between the functions of the entity and the establishment charter and mission of the institution.

- 2.7.2 Clearly specify the policy, administrative and financial relationships between the controlled entity and the institution.
- 2.7.3 Establish reporting mechanisms that ensure that the governing body has effective oversight of the activities of the controlled entity.
- 2.7.4 Ensure that audited financial reports are reviewed regularly by the relevant committee of the governing body.
- 2.7.5 Ensure that administrative arrangements and planning mechanisms provide for adequate risk assessment including protection for the institution against financial or legal liabilities arising from the activities of the entity.

Evidence and Performance Indicators

Evidence about the quality of governance and administration can be obtained from terms of reference for the governing body and major committees, samples of documents recommending decisions by these bodies. Evidence should be available to indicate that the governing body has evaluated its own effectiveness and taken appropriate action to improve its performance. Evidence, including performance assessments and survey results, should be available to assess the quality of administration. Evidence about the quality of policy and regulations, risk assessment analyses or oversight of controlled entities can be obtained by examination of relevant documents and discussions with faculty and staff who might be expected to be aware their contents. Organizational climate can be assessed by survey results or discussion with staff and students.

Standard 3: Management of Quality Assurance and Improvement

Quality assurance processes must involve all sections of the institution and are effectively integrated into normal planning and administrative processes. Criteria must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that faculty, staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external benchmarks.

Requirements

3.1 Institutional Commitment to Quality Improvement

An institution must be committed to maintaining and improving quality through effective leadership and active involvement of faculty and staff.

To satisfy this requirement the institution should:

- 3.1.1 Receive strong support for quality assurance improvement activities from the Rector or Dean.
- 3.1.2 Provide adequate resources for the leadership and management of quality assurance processes.
- 3.1.3 Ensure that all faculty and staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.
- 3.1.4 Encourage innovation and creativity within a framework of clear policy guidelines and accountability processes at all levels in the organization.
- 3.1.5 Introduce management processes that assist faculty and staff to learn from mistakes and continually improve performance.
- 3.1.6 Recognize and reward improvements in performance and outstanding achievements.
- 3.1.7 Ensure that evaluation and planning for improvement are integrated into normal planning processes.
- 3.1.8 Ensure that evaluations are evidence based, linked to appropriate standards, with predetermined indicators, and independent verification of interpretations.

3.2 Scope of Quality Assurance Processes

Quality assurance activities must involve faculty and staff in all parts of the institution in performance evaluations and planning for improvement.

To satisfy this requirement the institution should:

- 3.2.1 Ensure that all academic and administrative units within the institution (including the governing body, and senior management) participate in the processes of quality assurance and improvement.
- 3.2.2 Carry out regular evaluations and prepare reports that provide an overview of performance for the institution as a whole and for organizational units and major functions within it.
- 3.2.3 Ensure that evaluations give particular attention to quality of outcomes.
- 3.2.4 Evaluate performance in relation to both continuing routine activities and to strategic objectives.
- 3.2.5 Ensure both that acceptable standards are met, and that there is continuing improvement in performance.
- 3.2.6 Conduct institutional research relevant to the achievement of the institution's goals and objectives and the monitoring and improvement of quality.

3.3 Administration of Quality Assurance Processes

The institution must make adequate arrangements for the leadership and administrative support for quality assurance processes throughout the organization.

To satisfy this requirement the institution should:

- 3.3.1 Assign responsibility and give sufficient time allowance for a senior member of faculty to provide leadership and support for the quality processes within the institution.
- 3.3.2 Establish a quality center within the institution's central administration and provide sufficient staff, resources and administrative support for the center to operate effectively.
- 3.3.3 Form a quality committee with members drawn from all major sections of the institution.
- 3.3.4 Appoint as chair of the committee a member of the institution's senior administration. This person should normally be at the level of a vice rector in a university or a deputy dean in a college and work closely with the director of the quality center in leading and supporting quality initiatives throughout the institution.
- 3.3.5 Specify clearly the roles and responsibilities of the quality center and committee and the relationship of these to other administrative and planning agencies.
- 3.3.6 If quality assurance functions are managed by more than one organizational unit, ensure that activities are effectively coordinated under the supervision of a senior administrator.
- 3.3.7 Ensure that quality assurance functions throughout the organization are fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review.
- 3.3.8 Use common forms and survey instruments across the institution and provide for independent analysis of results including trends over time.
- 3.3.9 Ensure that the quality assurance arrangements themselves are regularly evaluated and improved in a comparable manner to other functions within the institution.

3.4 Use of Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for evaluation of major institutional functions.

To satisfy this requirement the institution should:

- 3.4.1 Identify a limited number of key performance indicators capable of objective measurement for evaluation of the performance of the institution as a whole.
- 3.4.2 Ensure that performance indicators are selected for each academic and administrative unit within the institution.
- 3.4.3 When functions are carried out in a number of different academic or administrative units ensure that there are some common indicators and that these are used for overall institutional evaluation, and comparisons of performance.
- 3.4.4 Establish performance benchmarks for the institution as a whole, and ensure that academic and administrative units also establish appropriate benchmarks for comparing quality of performance. These benchmarks can include past performance at the institution but must also include appropriate external comparisons.
- 3.4.5 Ensure that the format for indicators and benchmarks is consistent across the institution.

3.5 Independent Verification of Evaluations

Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.

To satisfy this requirement the institution should:

- 3.5.1 Wherever possible ensure that self-evaluations of quality of performance are based on several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.
- 3.5.2 Establish policies and procedures for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework
- 3.5.3 Ensure that conclusions based on interpretations of evidence are verified through independent advice. This advice should be provided by persons familiar with the type of activity concerned and impartial mechanisms should be used to reconcile any differing opinions.

Evidence and Performance Indicators

Evidence about the quality of management of quality assurance processes can be obtained by looking at the extent of involvement in quality assurance processes across the institution and the adequacy of responses made to evaluations that are made. The outcomes of those processes can be assessed by examining trend data to see whether there has been progressive improvement in the planning and administration of the institution and the learning outcomes achieved by students..

Evidence about the processes followed can be obtained from surveys or discussions with staff or students and the quality of reports on performance by units within the institution, including whether they are evidence-based and appropriately benchmarked in relation to external standards. Information about the quality of services provided by a quality centre can be obtained from sources such as client surveys rates of participation in, and reports on the effectiveness of the center's activities.

B. Quality of Learning and Teaching

Standard 4: Learning and Teaching

Student learning outcomes must be clearly specified, consistent with the *National Qualifications Framework* and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Faculty must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.

Requirements

4.1 Student Learning Outcomes

Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared. Programs must be planned in a way that ensures that all courses contribute to program learning outcomes in a coordinated way

To satisfy these requirements the institution should:

- 4.1.1 Consider relevant academic and professional advice when defining intended learning outcomes.
- 4.1.2 Review intended learning outcomes to ensure that they are consistent with the National Qualifications Framework. (covering all of the domains of learning at the standards required)
- 4.1.3 Ensure that programs leading to professional qualifications develop learning outcomes that meet requirements for professional practice in Saudi Arabia in the fields concerned.
- 4.1.4 Ensure that any special student attributes specified by the institution for its graduates are incorporated as intended learning outcomes in all programs offered and that appropriate teaching strategies and forms of student assessment are used for them.
- 4.1.5 Use appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved.

4.2 Program Development Processes

Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.

To satisfy this requirements the institution should:

- 4.2.1 Describe plans for delivery and evaluation of programs in detailed program specifications.
- 4.2.2 Establish procedures that ensure that all courses contribute to program learning outcomes in a coordinated way
- 4.2.3 Ensure that appropriate teaching methods and assessment processes are planned and actually used to develop intended learning outcomes in each of the domains of learning, and any special attributes defined by the institution. This requires both thorough and effective planning, and preparation of faculty for the skills required
- 4.2.4 The fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.
- 4.2.5 In all professional programs continuing advisory panels monitor and advise on content and quality of programs should be established with membership that includes leading practitioners from the relevant occupations or professions.

- 4.2.6 Ensure that new program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.

4.3 Program Evaluation and Review Processes

The quality of all courses and of programs as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.

To satisfy this requirements the institution should:

- 4.3.1 Require that courses and programs are evaluated and reported on annually with details of changes made and the reasons for them retained in course and program portfolios.
- 4.3.2 Establish quality indicators for all courses and programs.
- 4.3.3 Maintain records of student completion rates in all courses and for the program as a whole.
- 4.3.4 Ensure that annual reports on programs that include quality indicators are reported annually and are regularly reviewed by senior administrators and quality committees.
- 4.3.5 Monitor quality indicators for programs annually, comparing results across the institution and in relation to appropriate external benchmarks.
- 4.3.6 Ensure that a comprehensive reassessment of every program is conducted at least once every seven years.
- 4.3.7 Ensure that program reviews conducted by the institution involve experienced people from relevant industries and professions, and experienced faculty from other institutions.
- 4.3.8 Establish procedures that ensure that in program reviews information is sought from students and graduates through surveys and interviews, discussions with faculty, and other stakeholders such as employers.

4.4 Student Assessment

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.

To satisfy this requirement the institution should:

- 4.4.1 Ensure that student assessment mechanisms are appropriate for the forms of learning sought.
- 4.4.2 Ensure that in all programs there are appropriate mechanisms for verifying standards of student achievement in relation to relevant internal and external benchmarks. .
(Arrangements may include measures such as check marking of random samples of student work by faculty at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)
- 4.4.3 Establish policies and procedures to deal with situations where standards of student achievement are inadequate or inconsistently assessed.
- 4.4.4 Introduce effective procedures to ensure that work submitted by students is actually done by the students concerned.
- 4.4.5 Ensure that assessment practices are clearly communicated to students at the commencement of courses.

4.5 Educational Assistance for Students

Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress and provision of assistance when needed by individuals.

To satisfy this requirement the institution should:

- 4.5.1 Ensure that faculty are available at sufficient scheduled times for consultation and advice to students.
- 4.5.2 Provide adequate tutorial assistance to ensure understanding and ability to apply learning.

- 4.5.3 Provide appropriate preparatory and orientation mechanisms to prepare students for study in a higher education environment. Particular attention should be given to preparation for the language of instruction, self directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies.
- 4.5.4 Establish systems within each program for monitoring and coordinating student workload.
- 4.5.5 Ensure that the progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.
- 4.5.6 Monitor year to year progression rates and program completion rates, and analyse these to identify and provide assistance to any categories of students who may be having difficulty.
- 4.5.7 Ensure that feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required.
- 4.5.8 Ensure that text books and other required materials are available in sufficient quantities before classes commence.
- 4.5.9 Ensure that reference material to support individual and self directed study is available and accessible.
- 4.5.10 Provide adequate facilities for private study with access to computer terminals and other necessary equipment.

4.6 Quality of Teaching

Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes.

To meet this requirement the institution should:

- 4.6.1 Ensure that strategies of teaching are planned for the range of types of learning outcomes and included in program specifications.
- 4.6.2 Prepare course specifications that include content, teaching strategies and student activities that cumulatively develop the knowledge and skill sought in total programs.
- 4.6.3 Ensure that students are fully informed about course requirements in advance.
- 4.6.4 Provide effective orientation and training programs for new, short term and part time faculty. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)
- 4.6.5 Ensure that the conduct of courses is consistent with the outlines provided to students and with the course specifications.
- 4.6.6 Implement an effective system for evaluation of courses and of teaching.
- 4.6.7 Regularly review the effectiveness of different teaching strategies in achieving learning outcomes and make adjustments in response to evidence about their effectiveness.
- 4.6.8 Ensure that reports are provided to program coordinators on the delivery of each course and that appropriate adjustments are made in response to information provided.

4.7 Support for Improvements in Quality of Teaching

The institution must implement appropriate strategies to support continuing improvement in quality of teaching.

To satisfy this requirement the institution should:

- 4.7.1 Provide training programs in teaching skills for both new and continuing faculty.
- 4.7.2 Provide opportunities for additional professional and academic development of faculty, with special assistance given where faculty are facing difficulties.
- 4.7.3 Monitor the extent to which faculty are involved in professional development to improve quality of teaching.
- 4.7.4 Encourage faculty to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
- 4.7.5 Give formal recognition to outstanding teaching, with encouragement given for innovation and creativity.

4.7 Qualifications and Experience of Faculty

Faculty must be appropriately qualified and experienced for their particular teaching responsibilities.

To satisfy this requirement the institution should :

- 4.7.1 Ensure that all faculty have appropriate qualifications and experience for the courses they teach.
- 4.7.2 Provide for an appropriate mix of full time and part time faculty. (As a general guideline at least 75 % of faculty should be employed on a full time basis).
- 4.7.3 Ensure that all faculty are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.
- 4.7.4 Ensure that full time faculty teaching in post-graduate courses are themselves active in scholarship and research in the fields of study they teach.
- 4.7.5 Ensure that in professional programs teaching teams include some experienced and highly skilled professionals in the field.

4.8 Field Experience Activities

In programs that include field experience activities the activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff included in teaching teams, and appropriate evaluation and course improvement strategies carried out.

To satisfy this requirement institutions should:

- 4.8.1 Clearly specify the student learning to be developed and ensure that those learning outcomes and strategies to develop that learning are understood by students and supervising staff in the field setting.
- 4.8.2 Ensure that supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.
- 4.8.3 Prepare students thoroughly for participation in the field experience through briefings and descriptive material.
- 4.8.4 Provide opportunities through follow up meetings or classes for students to reflect on and generalize from their experience applying that experience to situations likely to be faced in later employment.
- 4.8.5 Select field experience placements that have the capacity to develop the learning outcomes sought and evaluate their effectiveness in developing that learning.
- 4.8.6 Ensure that in situations where the supervisors in the field setting and faculty from the post secondary institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.
- 4.8.7 Make provision for evaluations of the field experience activity by students, by supervising staff in the field setting, and by faculty of the post secondary institution, and consider the results of those evaluations in subsequent planning.
- 4.8.8 Include in preparation for the field experience a thorough risk assessment for all parties involved, and make plans to minimize and deal with those risks.

4.9 Partnership Arrangements With Other Institutions

In situations in which local institutions deliver programs through cooperative arrangements with another institution these arrangements must be clearly specified, enforceable under Saudi Arabian law, and all requirements for programs in Saudi Arabia must be fully complied with.

To satisfy this requirement the institution should:

- 4.9.1 Clearly define the respective responsibilities of the local institution and the partner in formal agreements enforceable under the laws of Saudi Arabia.
- 4.9.2 Regularly review the effectiveness of the arrangements.
- 4.9.3 Ensure that briefings and consultations on course requirements are adequate, and that effective mechanisms are available for ongoing consultation on emerging issues.

- 4.9.4 Ensure that faculty from the partner institution familiar with the content of courses offered under the partnership arrangement visit regularly for consultation about course details and standards of assessments.
- 4.9.5 If arrangements involve assessment of student work by the partner in addition to assessments within the institution, establish procedures that ensure that final assessments are completed promptly and results made available to students within the time specified for reporting of student results under Saudi Arabian regulations.
- 4.9.6 Ensure that if programs are based on those of partner institutions, courses, assignments and examinations are adapted to the local environment, avoid unfamiliar colloquial expressions, and use examples and illustrations relevant to the local setting where the programs are to be offered.
- 4.9.7 Ensure that programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and in vocational or professional programs, include regulations and conventions relevant to the Saudi environment.

Evidence and Performance Indicators

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to faculty, and statistics on faculty qualifications. Important sources of evidence might include independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the *National Qualifications Framework*. Evidence should be available about the results of benchmarking of standards of learning outcomes in relation to appropriate external reference points. This could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

The selection of performance indicators for quality of learning and teaching requires use of data in a form that can be quantified and used in comparisons across the institution, with other institutions, and with past performance.

C. Support for Student Learning

Standard 5: Student Administration and Support Services

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra-curricular provisions for religious, cultural, sporting and other activities relevant to the needs of the student body.

Requirements

5.1 Student Admissions

Student admission processes must be reliable, efficient and simple for students to use. To satisfy this requirement the institution should ensure that:

- 5.1.1 Student registration processes are not unduly time consuming and simple for students to use
- 5.1.2 Computerized systems used for admission processes are linked to data recording and retrieval systems. (For example to fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.)
- 5.1.3 Admissions requirements are clearly specified and appropriate for the institution and its programs
- 5.1.4 Admission requirements are consistently and fairly applied.
- 5.1.5 Student fees, if required, are paid at the time of registration unless specific approval has been given in advance for deferral of payments..
- 5.1.6 If the institution's regulations provide for deferral of payments, the conditions and dates for payment are clearly specified in a formal agreement signed by the student and witnessed, and opportunities for financial counselling provided.
- 5.1.7 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.
- 5.1.8 Rules governing admission with advanced standing are clearly specified.
- 5.1.9 Decisions on exemptions from course requirements or advanced standing are made known to students by qualified faculty or authorized staff before classes commence.
- 5.1.10 Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.
- 5.1.11 A comprehensive orientation program is available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.

5.2 Student Records

Student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution, external reporting requirements, and generation of reports on student progress and achievements. To meet this requirement institutions should ensure that:

- 5.2.1 Effective security is provided for student records. (Central files containing cumulative records of student's enrolment and performance should be maintained in a secure area with back up files kept in a different and secure location, preferably in a different building or off campus).
- 5.2.2 Formal policies establish the content of permanent student records and their retention and disposal.
- 5.2.3 Automated procedures are in place for monitoring student progress throughout their programs and for aggregating records to provide statistical data required for planning, reporting and quality assurance.

- 5.2.4 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.
- 5.2.5 Timelines for reporting and recording results and updating records are clearly defined and adhered to.
- 5.2.6 Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry requirements..
- 5.2.7 Eligibility for graduation is formally verified in relation to program and course requirements.

5.3 Student Management

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals. To meet this requirement the institution should ensure that:

- 5.3.1 A code of behaviour is approved by the governing body and made widely available within the institution, specifying rights and responsibilities of students.
- 5.3.2 Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be imposed.
- 5.3.3 Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.
- 5.3.4 Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.
- 5.3.5 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.
- 5.3.6 Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.
- 5.3.7 Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.
- 5.3.8 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.

5.4 Planning and Evaluation of Student Services

Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities. To meet this requirement the institution should ensure that:

- 5.4.1 The range of services provided and the resources devoted to them are related to the mission of the institution and the special requirements of the student population.
- 5.4.2 Formal plans are developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular basis.
- 5.4.3 A senior member of faculty or staff is assigned responsibility for oversight and development of student services.
- 5.4.4 The effectiveness and relevance of services is regularly monitored through processes which include surveys of student usage and satisfaction. Services are modified in response to evaluation and feedback.
- 5.4.5 Adequate facilities and financial support are provided for the student services that are needed.
- 5.4.6 If services are provided through student organizations, assistance is given in management and organization if required, and there is effective oversight of financial management and reporting.
- 5.4.7 If student newspapers or other student documents are published there are clear guidelines defining publication standards and editorial policy, and the extent and nature of oversight by the institution.

5.5 Medical and Counselling Services

Medical and counselling services appropriate for the needs of the student population must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective

follow up processes used for students in need. To meet this requirement the institution should ensure that:

- 5.5.1 Student counselling, and medical services are staffed by people with the necessary professional qualifications.
- 5.5.2 Fees for services may be charged and they may be provided on a part time basis. However the services should be readily accessible with provision made for emergency assistance when required.
- 5.5.3 Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with faculty, staff or students.
- 5.5.4 Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.

5.6 Extra-curricular Activities for Students

Adequate provision must be made for extra curricula activities for students . To meet this requirement institutions should ensure that:

- 5.6.1 Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.
- 5.6.2 Arrangements are made to organize and encourage student participation in cultural activities such as clubs and societies, and special events in the arts and other fields appropriate to their interests and needs.
- 5.6.3 Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students.
- 5.6.4 Participation in sports is encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged.
- 5.6.5 The extent of student participation in extra-curricular activities is monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation.

Evidence and Performance Indicators

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided, usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures. Performance indicators can be based directly on this information, but additional evidence in a review might include such things as visits to facilities and discussions with students and staff.

Standard 6: Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at the times required to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and improved in response to systematic feedback from faculty and students.

Requirements

6.1 Planning and Evaluation

Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the programs offered at the institution, regularly evaluated, and kept up to date as required.

To meet this requirement institutions should:

- 6.1.1 Ensure that policies guiding the provision of library/resource center services give special attention to support for the educational programs and research requirements of the institution.
- 6.1.2 Develop a learning resource strategy is developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.
- 6.1.3 Formally evaluate the adequacy of library and resource center materials at least biennially.
- 6.1.4 Use evaluation procedures that include user surveys dealing with effectiveness in meeting user needs (considering faculty and student satisfaction, extent of usage, consistency with requirements of teaching and learning at the institution, range of services provided, and comparisons with other comparable institutions).
- 6.1.5 Obtain early advice from faculty responsible for courses and programs about requirements to support teaching and learning and respond constructively to these requirements.
- 6.1.6 Regularly review reserve book collections and other reference materials to ensure adequate access to necessary materials for courses on offer at any time.

6.2 Organization

The library or resource center must be managed efficiently to provide required services in a secure environment conducive to effective study.

To meet this requirement institutions should:

- 6.2.1 Make library and resource centers and associated facilities and services available for extended hours to ensure access when required by users.
- 6.2.2 Arrange collections appropriately and catalogue materials according to established internationally recognized good library practice.
- 6.2.3 Establish agreements for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.
- 6.2.4 Use reliable systems for recording loans and returns, with efficient follow up for overdue material.
- 6.2.5 Establish systems for holding heavy-demand and required reading materials in a reserve collection and for receiving faculty and student requests to hold or recall materials on loan.
- 6.2.6 Provide reliable and efficient access to on-line data-bases and research and journal material relevant to the institution's programs.
- 6.2.7 Establish and enforce rules for behaviour within the library to ensure maintenance of an environment conducive to effective study and student and faculty research.
- 6.2.8 Maintain effective security systems to prevent loss of materials and inappropriate use of the internet.

6.3 Support for Users

Adequate support must be provided to assist students and faculty to make effective use of library services and resources. To meet this requirement institutions should:

- 6.3.1 Provide orientation and training programs for new students and other users to prepare them to access facilities and services.
- 6.3.2 Assist users in conducting searches and locating and using information.
- 6.3.3 Provide a reference service through which in-depth questions are answered by qualified librarians.
- 6.3.4 Provide electronic and/or other automated systems with search facilities to assist in locating resources within the institution and in other collections.
- 6.3.5 Use a variety of appropriate means to keep users informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.
- 6.3.6 Provide printed or electronic guides to help users find materials for popular subject areas, compiling reference lists or using data bases.
- 6.3.7 Ensure that library and resource centers are staffed by sufficient people qualified and skilled in relevant fields of librarianship and information technology.

6.4 Resources and Facilities

- 6.4.1 Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.
- 6.4.2 Ensure that the availability of on line access and inter library loan facilities is not used to reduce commitment to providing adequate physical resources on-site.
- 6.4.3 Provide adequate facilities to house collections in a way that makes them readily accessible.
- 6.4.4 Provide up to date computer technology to support electronic access to resources and reference material.
- 6.4.5 Provide copying facilities supported by efficient payment mechanisms for users.
- 6.4.6 Provide facilities for using personal laptop computers.
- 6.4.7 Ensure that books, journals and other materials are available in Arabic and English (or other languages) as required for programs taught and research undertaken in the institution.
- 6.4.8 Provide facilities for both individual and small group study and research.
- 6.4.9 Ensure that the level of provision of resources (numbers of books, seats, group study facilities etc) is benchmarked against similar good quality institutions and is adequate for the size of the institution and the programs offered.

Evidence and Performance Indicators

Evidence about the quality of learning resource provision and performance indicators derived from this evidence can be obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and faculty. Information should be available about provision of orientation programs for new students and responsiveness to requests from groups of stakeholders. The institution should be able to provide information about comparisons of level of provision through books, periodicals and web-based resources with comparable institutions offering similar programs and an appropriate performance indicator would be whether that level of provision was equalled or exceeded.

D. Supporting Infrastructure

Standard 7: Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by faculty and students, and appropriate provision made for associated services such as food services, extra curricular activities, and where relevant, student accommodation.

Requirements

7.1 Policy and Planning

The institution must develop and effectively implement master plans for development and management of facilities and equipment to meet the needs of the institution. To meet this requirement the institution should:

- 7.1.1 Gain the approval of the governing body for a long-term master plan that provides for capital developments and maintenance of facilities and equipment.
- 7.1.2 Ensure that equipment planning provides for major equipment acquisition, servicing and replacement according to a planned schedule.
- 7.1.3 Establish equipment policies that ensure to the greatest feasible extent, compatibility of equipment and systems across the institution.
- 7.1.4 Prepare business plans prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies.
- 7.1.5 Ensure that proposals for leasing of major facilities and for outsourced building and management of facilities are fully evaluated in the long-term interests of the institution and managed in a way that ensures effective quality control and financial benefits.

7.2 Quality and Adequacy of Facilities

Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy, quality, and associated services. To meet this requirement the institution should:

- 7.2.1 Provide a clean, attractive and well maintained physical environment of both buildings and grounds.
- 7.2.2 Ensure that facilities meet health and safety requirements.
- 7.2.3 Use quality assessment processes that include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.
- 7.2.4 Benchmark standards of provision of teaching, laboratory and research facilities through comparisons with other comparable institutions within Saudi Arabia and internationally. (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment, and facilities for confidential consultations between faculty and students)
- 7.2.5 Provide appropriate facilities for religious observances.
- 7.2.6 Ensure that food service facilities are adequate and appropriate for the needs of faculty, staff and students.
- 7.2.7 Make adequate provision for students, faculty and staff with physical disabilities or other special needs.
- 7.2.8 Provide facilities for cultural, sporting and other extra curricular activities that are appropriate for the needs of the students attending the institution.

7.3 Management and Administration

Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided. To meet this requirement institutions should:

- 7.3.1 Maintain complete inventories of equipment owned or controlled by the institution including equipment assigned to individual staff for teaching and research.
- 7.3.2 Provide services such as cleaning, waste disposal, minor maintenance, safety, and environmental management efficiently and effectively under the supervision of a senior administrative officer.
- 7.3.3 Carry out regular condition assessments and provide for preventative and corrective maintenance and replacement when required.
- 7.3.4 Ensure that effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or faculties, or central administration clearly defined.
- 7.3.5 Provide effective systems that ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.
- 7.3.6 Monitor space utilization and when appropriate reallocate facilities in response to changing requirements.
- 7.3.7 Manage scheduling of general-purpose facilities through an electronic booking and reservation system, and monitor and report to senior management on the extent and efficiency of use.
- 7.3.8 Make arrangements for shared use of underutilized facilities with adequate mechanisms for security of equipment.

7.4 Research Equipment

Facilities and equipment for research must be adequate to support the research activities of the institution and managed in a way that provides for overall institutional responsibility and maximum utilization, subject to requirements for safety, security and control by researchers over sensitive equipment and research activities. To meet this requirement institutions should:

- 7.4.1 Establish cooperative arrangements when appropriate with other agencies for shared ownership or use of major research equipment.
- 7.4.2 Ensure that adequate equipment and laboratory facilities are available for faculty and student research in the fields in which programs are offered.
- 7.4.3 Establish clear institutional policies for ownership, control, maintenance and replacement of research equipment, including equipment acquired through research grants to faculty, departments or research institutes.
- 7.4.4 Establish policies and procedures that balance a need for maximizing shared use of research facilities and equipment within the institution with a need for safety, security, and adequate control over sensitive equipment and research activities.

7.5 Information Technology

Computing equipment and software and related support services must be adequate for the institutions needs and managed in ways that ensure secure, efficient and effective utilization. To meet this requirement institutions should:

- 7.5.1 Ensure that computer equipment is available and accessible for faculty, staff and students throughout the institution, and that the adequacy of this provision is regularly assessed.
- 7.5.2 Provide technical support for faculty and students using information and communications technology.
- 7.5.3 Implement policies governing the use of personal computers by students and provide facilities to support their use in keeping with these policies.
- 7.5.4 Provide opportunities for faculty input into plans for acquisition and replacement of IT equipment.
- 7.5.5 Coordinate institution-wide acquisitions and replacement policies for software and hardware to ensure that systems remain up to date and that compatibility is maintained as replacements are made.

- 7.5.6 Establish security systems to protect privacy of personal and institutional information, and to protect against externally introduced viruses.
- 7.5.7 Establish a code of conduct relating to inappropriate use of material on the Internet. Compliance with this code of conduct should be checked and instances of inappropriate appropriately dealt with.
- 7.5.8 Provide training programs for faculty and staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.
- 7.5.9 Make effective use of information technology for administrative systems, reporting, and communications across the institution with secure access where appropriate.
- 7.5.10 Ensure that internal information systems are compatible with external reporting requirements.

7.6 Student Residences

If student residential accommodation is provided it should be a healthy and secure environment with all the facilities and services necessary for students studying at the institution. To meet this requirement institutions should:

- 7.6.1 Ensure that accommodation is of appropriate standard, providing a healthy, safe and secure environment for students.
- 7.6.2 Include adequate facilities for privacy and individual study.
- 7.6.3 Include facilities that are adequate and appropriate for the students attending the institution for social , cultural and physical activities.
- 7.6.4 Establish clearly defined codes of behaviour and require that these be formally agreed to by students.
- 7.6.5 Provide effective supervision by staff with the experience, expertise and authority to manage the facility as a secure and supportive learning environment.
- 7.6.6
- 7.6.7 Ensure that adequate food service, maintenance and medical facilities are available or readily accessible.
- 7.6.8 Provide adequate and appropriate religious facilities.
- 7.6.9 Establish the residences on or close to the campus or provide adequate transport facilities to ensure easy access

Evidence and Performance Indicators

Evidence about the quality of provision of facilities and equipment can be obtained from planning documents, user satisfaction surveys, comparisons of provision with comparable institutions offering similar programs and direct observations by independent evaluators.

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on surveys of user satisfaction, statistics on equipment breakdowns, comparisons of provision in relation to other institution.

Standard 8: Financial Planning and Management

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability, providing flexibility for managers at different levels in the institution combined with institutional oversight and effective risk management.

8.1 Financial Planning and Budgeting

Financial planning

Financial planning processes must be responsive to institutional goals and priorities, maintain viable revenue/expenditure relationships and take full account of long term and short term funding implications. To meet this requirement institutions should:

- 8.1.1 Align budgeting and resource allocations with the mission and goals of the institution and strategic planning to achieve those goals.
- 8.1.2 Develop annual budgets within a framework of long term revenue and expenditure projections, which are progressively adjusted in the light of experience.
- 8.1.3 Ensure that budget proposals are developed by senior academic and administrative staff in consultation with cost center managers, carefully reviewed, and presented to the governing body for approval.
- 8.1.4 Require that proposals for new programs or major activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.
- 8.1.5 Ensure that if new ventures are cross-subsidized from existing funding sources the development strategy is made explicit and intermediate and long term costs and benefits are assessed.
- 8.1.6 Monitor debt and liquidity ratios and benchmark them against commercial practice and equivalent ratios in other higher education institutions.
- 8.1.7 Plan and monitor ratios of expenditure on salaries relative to total expenditure allowing appropriate variations for faculties or departments with different cost structures.
- 8.1.8 Ensure that borrowing and other long term financing schemes are used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, and that obligations can be met from projected additional revenue or from known existing revenue sources.
- 8.1.9 Plan to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, reduce its dependence on a single funding source.

8.2 Financial Management

Financial affairs must be effectively managed with a proper balance between local flexible for cost center managers and institutional accountability and responsibility. To meet this requirement institutions should:

- 8.2.1 Provide for oversight and management of the institution's budgeting and accounting functions by a business or financial office responsible to a senior administrative officer.
- 8.2.2 Ensure that financial delegations are clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes.
- 8.2.3 Ensure that cost center managers are involved in the budget planning process, and are held accountable for expenditure within approved budgets.
- 8.2.4 Provide for accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost center and for the institution as a whole at least once each semester.
- 8.2.5 Adopt practices that ensure that discrepancies from expenditure estimates are explained and their impact on annual budget projections assessed.
- 8.2.6 Ensure that accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.
- 8.2.7 Ensure that funds provided for particular purposes are used for those purposes and that the accounting systems verify that this has occurred.

- 8.2.8 Adopt policies and procedures that ensure that where possibilities of conflict of interest exist or may be perceived to exist the persons concerned declare their interest and refrain from participation in decisions.
- 8.2.9 Manage financial processes so that carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.

8.3 Auditing and Risk assessment

Risk assessment and auditing processes must provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards. To satisfy this requirement institutions should:

- 8.3.1 Use financial planning processes that include independently verified risk assessment and sensitivity analysis. Risk minimization strategies should be in place and adequate reserves maintained to meet realistically assessed financial impacts.
- 8.3.2 Implement internal audit processes that operate independently of accounting and business managers, and report directly to the Rector or Dean or chair of the relevant governing board committee.
- 8.3.3 Arrange for external audits to be conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, its financial or other senior staff and members of the governing body.

Evidence

Evidence about the quality of financial planning and management can be obtained from budget statements and audit reports together with relevant expenditure ratios such as staff and faculty salaries to total costs, and trends in expenditure on items such as student services, learning resources, and equipment. Reports on risk assessment should be available together with strategies for risk minimization. If the institution is involved in commercial activities the short and long term total financial impact should be identified and evaluated in relation to the institution's mission and priorities. Performance indicators in this area commonly rely to a considerable extent on ratios of categories of expenditure with comparisons made with other institutions.

Standard 9: Faculty and Staff and Employment Processes

Faculty and staff must have the qualifications and experience required for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in their expertise. Performance of all faculty and staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving faculty or staff.

9.1 Policy and Administration

The institution must have clearly defined staffing and employment policies that are widely available within the institution and deal with a desired staffing profile and other matters including employment and promotion policies and procedures, workloads, performance evaluations, delegations of responsibility and procedures for reporting on performance in relation to these matters. To meet this requirement institutions should:

- 9.1.1 Establish a desired staffing profile appropriate to the mission and nature of the institution and have this profile approved by the governing body. (The profile should include matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization.)
- 9.1.2 Regularly compare current faculty and staff provision with the desired staffing profile and monitor progress towards it..
- 9.1.3 Establish a comprehensive set of policies and regulations and make it widely available in an employment handbook or manual. (It should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counselling and support processes, professional development, and complaints, discipline and appeal procedures.)
- 9.1.4 Institute effective strategies for succession planning.
- 9.1.5 Establish equitable teaching loads across the institution, taking account of the nature of teaching requirements in different fields of study, and comparisons with provisions in similar fields in other institutions within Saudi Arabia and internationally.
- 9.1.6 Establish promotion policies and processes that are clearly documented and fair.
- 9.1.7 Provide for appropriate delegations relating to faculty and staff employment processes across the institution and monitor the exercise of these delegations to ensure equitable treatment. (These delegations may relate to matters such as junior appointments, junior promotions, rewards for outstanding performance, and professional development opportunities.)
- 9.1.8 Specify indicators of successful administration of staffing and employment policies and faculty and staff performance and compare these with successful practice elsewhere.
- 9.1.9 Ensure that the governing board considers annual reports from the responsible administrator on implementation of policies and staffing and employment practices.

9.2 Recruitment

Recruitment processes must be designed to ensure that capable and appropriately qualified faculty and staff are available for all teaching and administrative functions, administered fairly, and that new faculty and staff are thoroughly prepared for their responsibilities. To meet this requirement institutions should:

- 9.2.1 Manage recruitment processes that ensure that faculty have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements and that other staff are appropriately qualified and experienced for their work..
- 9.2.2 Ensure that when appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet qualifications and skill requirements, and contribute to achievement of the desired staffing profile.
- 9.2.3 Ensure that if particular appointments can be made either from within or from outside the institution positions are publicly advertised, internal candidates are given adequate opportunity to apply, and that judgments made that are equitable considering the applicants experience, qualifications, and current levels of performance.

- 9.2.4 Ensure that candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)
- 9.2.5 Ensure that all references are checked, and claims of experience and qualifications verified before appointments are made.
- 9.2.6 Check the legitimacy of qualifications of applicants claimed and verify of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.
- 9.2.7 In professional programs ensure that there are sufficient faculty with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.
- 9.2.8 Provide new faculty with an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development.

9.3 Personal and Career Development

Processes for personal and professional development must be fair to all faculty and staff, designed to encourage and support improvements in performance and recognize outstanding achievements. To meet this requirement institutions should:

- 9.3.1 Specify criteria and processes for performance evaluation and make them known in advance to faculty and staff.
- 9.3.2 Ensure that supervisors,/heads of department/deans carry out regular consultations about work performance in ways that are confidential and supportive. They should occur on a formal basis at least once each year.
- 9.3.3 Ensure that in cases where performance is considered less than satisfactory clear requirements are established for improvement.
- 9.3.4 Keep performance assessments of faculty and staff confidential but ensure that they are documented and retained. Faculty and other staff should have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.
- 9.3.5 Provide for outstanding academic or administrative performance at any level of the institution to be recognized and rewarded.
- 9.3.6 Identify junior faculty and staff with leadership potential and give them a range of experiences to prepare them for future career development.
- 9.3.7 Specify promotion criteria that relate to the mission of the institution, and in the case of faculty include proper recognition of quality of teaching and efforts to improve it, and service to the institution and the community.
- 9.3.8 Provide assistance in arranging professional development activities to improve skills and upgrade qualifications.
- 9.3.9 Provide appropriate professional development activities to assist with new programs or policy initiatives.
- 9.3.10 Require that faculty participate in activities that ensure they keep up to date with developments in their field and monitor the extent to which they do so.

9.4 Discipline, Complaints and Dispute Resolution

Procedures for management of disputes must be efficient and fair to all parties involved. To meet this requirement institutions should:

- 9.4.1 Establish procedures for dealing with complaints about or by faculty or staff, and resolving disputes among them, and specify these clearly in policies and regulations.
- 9.4.2 Include in procedures for resolving disputes (that cannot be settled by those directly involved) an initial step of conciliation by a person independent of the issue, with the possibility of referral to a committee or senior officer for determination if required.
- 9.4.3 Clearly specify disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behaviour in regulations.

- 9.4.4 Address serious disputes through quasi-judicial processes that include provision and verification of evidence, and impartial judgments by a person or persons experienced in such procedures.

Evidence and Performance Indicators

Evidence about quality of faculty and staff employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and faculty and staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on faculty turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

Performance indicators almost always include student/faculty ratios and proportions of faculty with levels of qualifications. However a number of others that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Some others such as rates of turnover of faculty and staff, and incidence of disputes might be selected if there are problems in the institution that need to be monitored.

E. Community Contributions

Standard 10: Research

In universities and other institutions with research responsibility, faculty are encouraged to pursue research interests and to publish the results of that research. This may be done either individually or in cooperation with others at their own or other institutions and in industry. Their contributions are recognized and reflected in faculty evaluation and promotion criteria. The scholarly and research activities of faculty are reflected in their teaching together with other significant research developments in the field concerned. Necessary facilities for the conduct of research are available within the limits of available resources. The research output of the institution is monitored and benchmarked against that of other similar institutions. Clear and equitable policies are established for ownership and commercialisation of intellectual property.

10.1 Institutional Research Policies

An institution with research responsibility must have a comprehensive research development plan based on its mission that includes performance targets, support and development strategies and administrative arrangements that encourage widespread involvement across the institution, and mechanisms for ensuring that ethical standards are maintained. To meet this requirement institutions should:

- 10.1.1 Prepare and make widely available research development plans that are consistent with the nature and mission of the institution and the economic and cultural development needs of the region.
- 10.1.2 Include in those plans clearly specified indicators and benchmarks for performance targets
- 10.1.3 Clearly define what is recognized as research, consistent with international standards. (This normally includes both self-generated and commissioned activity, but requires creative original work, independently validated by peers, and published in media recognized internationally in the field.)
- 10.1.4 Publish annually reports on institutional research performance.
- 10.1.5 Encourage cooperation with local industry and with other research agencies. When appropriate these forms of cooperation should involve joint research projects, shared use of equipment, and cooperative strategies for development.
- 10.1.6 Establish mechanisms to support collaboration and cooperation with international universities and research networks.
- 10.1.7 Establish policies that provide for the establishment, accountability, and periodic review of research institutes or centers but ensure that these do not preclude research activity by others not involved in those organizations.
- 10.1.8 Establish a high level committee to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues.

10.2 Faculty and Student Involvement

Expectations for faculty involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior faculty and postgraduate students. To meet this requirement institutions should:

- 10.2.1 Clearly specify expectations for faculty involvement in research and scholarly activities and consider performance in relation to these expectations in performance evaluation and promotion criteria. (For universities criteria should require at least some research and/or appropriate scholarly activity of all full time faculty).
- 10.2.2 Provide support for junior faculty in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.
- 10.2.3 Provide opportunities for postgraduate research students to participate in joint research projects.

- 10.2.4 Appropriately acknowledge participation by research students in joint research projects. When a significant contribution has been made reports and publications should indicate joint authorship.
- 10.2.5 Provide assistance for faculty to develop collaborative research arrangements with colleagues in other institutions and in the international community.
- 10.2.6 Encourage faculty to include information about their research and scholarly activities that are relevant to courses they teach in their teaching, together with other significant research developments in the field.
- 10.2.7 Develop strategies for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

10.3 Commercialization of Research

Commercialization of research should be encouraged opportunities carefully investigated and help provided to establish appropriate commercial relationships. Policies on ownership of intellectual property should be clearly specified and consistently followed. To satisfy this requirement institutions should:

- 10.3.1 Establish a research development office with capacity to identify and publicize institutional expertise and commercial development opportunities, assist in developing proposals and business plans, and preparation of contracts, and when appropriate, development of spin off companies.
- 10.3.2 Critically evaluate ideas with potential for commercial development with advice from experienced persons from industry and relevant professions before investment by the institution is authorized.
- 10.3.3 Specify policies for ownership of intellectual property and establish procedures for commercialization of ideas developed by faculty and students. The policies should specify scales for equitable sharing of returns to the inventor(s), and the institution.
- 10.3.4 Actively encourage a culture of entrepreneurship throughout the institution, with particular emphasis on faculty and postgraduate students.

10.4 Facilities and Equipment

Adequate facilities and equipment appropriate for research in the fields of study offered in the institution should be available for use by faculty and post graduate students. Clear policies should be established for ownership and care for specialized facilities and equipment obtained through research grants or cooperation with industry. To meet this requirement institutions should:

- 10.4.1 Provide adequate laboratory space and equipment, library and information systems and resources to support the core research activities of faculty and students in the fields in which programs are offered.
- 10.4.2 Provide an adequate budget for research equipment and facilities.
- 10.4.3 Take advantage of opportunities for joint ownership or shared access to major equipment items within the institution, and with other agencies.
- 10.4.4 Ensure that security systems are established to ensure safety for researchers and their activities, and for others in the institutional community and the surrounding area.
- 10.4.5 Establish policies that make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grant applications, commissioned research or other cooperative ventures with industry or the outside community..

Evidence and Performance Indicators

Documentary evidence about the institution's research strategies can be obtained from documents such as a research development plan, faculty evaluation and promotion criteria, policies on commercialisation of research and ownership of intellectual property and the extent of cooperation with industry and other institutions. Further evidence can be obtained by consideration of agreements for cooperative research and for shared use of major equipment items. Faculty and student surveys can provide evidence about the adequacy of provisions for research facilities and equipment.

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active faculty (a term that needs to be defined) and numbers of research citations, with these figures compared with those of other comparable institutions. Although it may be more difficult to quantify, institutions with a commitment to community service or research contributions may wish to include indicators of the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Standard 11: Institutional Relationships with the Community

Contributing to the community is recognized as an important institutional responsibility. Facilities and services are made available to assist with community developments, faculty and staff are encouraged to be involved in the community and information about the institution and its activities is made known. Community perceptions of the institution are monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

11.1 Institutional Policies on Community Relationships

The institutions commitment to service to the community must be clearly specified, supported by policies to encourage involvement, and regular reports prepared on activities that take place. To meet this requirement institutions should:

- 11.1.1 Ensure that its mission is defined in a way that reflects the community or communities within which it operates, and the contributions it can make to them.
- 11.1.2 Establish policies on its service role and ensure that these are supported in decisions made by senior administrators.
- 11.1.3 Prepare annual reports on their service contribution
- 11.1.4 Include community contributions in promotion criteria and faculty assessments.

11.2 Interactions With the Community

Relationships should be established with the community to provide services drawing on the skills and resources available in the institution, develop cooperatives for mutual benefit, and draw on community expertise in strengthening the institution and its programs. To meet this requirement institutions should:

- 11.2.1 Participate as an institution, and encourage faculty to participate, in forums in which significant community issues are discussed and plans for development considered.
- 11.2.2 Cooperate in the establishment of community support or professional service agencies relevant to the needs of the community, drawing on the expertise of faculty members.
- 11.2.3 Provide a range of community education courses in areas of interest and need.
- 11.2.4 Establish relationships with local industries and employers to assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)
- 11.2.5 Invite local employers and members of professions to join appropriate advisory committees considering programs and other institutional activities.
- 11.2.6 Maintain continuing contact with schools in the region, offering assistance and support in areas of specialization, providing information about the institutions programs and activities and subsequent career opportunities, and arranging enrichment activities for the schools.
- 11.2.7 Maintain regular contact with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new developments.
- 11.2.8 Take advantage of opportunities to seek funding support from individuals and organizations in the community for research and other developments in the institution.

11.3 Institutional Reputation

The reputation of the institution in the community must be monitored and enhanced through provision of reliable and accurate information about its activities. To meet this requirement institutions should:

- 11.3.1 Follow a comprehensive strategy for monitoring and improving the reputation of the institution in the local and other relevant communities.
- 11.3.2 Establish clear guidelines for public comments on behalf of the institution, normally restricting such comments to the Rector or Dean or a media office responsible to the Rector or Dean.

- 11.3.3 Establish guidelines for public comments on community issues by faculty, where such comments could be associated with the institution.
- 11.3.4 Establish an institutional media office with responsibility for managing media communications, seeking information about activities of the institution of potential interest to the community, and arranging for publication.
- 11.3.5 Regularly seek and analyse community views about the institution and its activities and develop strategies for improving perceptions.
- 11.3.6 Ensure that if issues or concerns about operational issues involving the institution are raised in public forums these are dealt with immediately and objectively by the Rector or Dean or other designated senior member of faculty or staff.

Evidence and Performance Indicators

Evidence about quality of community relationships can be obtained from documents describing policies on service to the community, criteria for faculty evaluation that include community contributions, and guidelines and processes for community media releases and other public comments on behalf of the institution. Reports on community relationships that include such matters as community use of institutional facilities, participation of staff on community committees or development projects, and interactions with schools and other agencies can provide relevant information. Community views about the quality of the institution and its standing as a respected member of the community can be obtained from surveys.

A number of these forms of evidence include ratings that can be used directly as performance indicators. However in this area in particular the mission of the institution and the community within which it operates is important in deciding what aspects of performance should be closely monitored. As for other standards a number of possible indicators are listed in the attachment to the *Quality Standards for Post Secondary Institutions*.

Standards Required for a University

Standard

The institution is committed to the creation, transmission and application of knowledge through research and scholarly activity and the development of highly skilled professionals and scholars in a number of fields through undergraduate and postgraduate academic, professional and research programs.

Good Practice in a University

Good practice in relation to the activities of a university is reflected in a number of the detailed standards in the *Quality Standards for Post Secondary Institutions* that relate to the requirements for learning and support for scholarship and research appropriate for the particular programs offered. For universities these provisions will take account of the special requirements for research and program provision expected of such an institution.

Particular attention is drawn to the descriptions for:

- Learning and Teaching
- Learning Resources
- Equipment and Facilities;
- Research.

Minimum specific requirements are:

Breadth of Programs

Programs offered in at least three broad fields of learning¹ with a minimum of 20% of the institution's students enrolled in programs in each of the three fields.

Level of Programs Offered

Undergraduate programs should be provided in at least three fields of learning. At postgraduate levels programs should be offered up to the level of doctorates in at least one of those fields and at least masters degrees in a second. At least 10 % of students must be enrolled in higher degree programs. At least 2.5% must be enrolled in research degrees.

Involvement in Research

At least 2.5% of the annual operating budget of the institution (excluding student stipends) must be spent on support for or conduct of research. This amount can include special research grants, the institution's share of joint research and development projects and the provision of support for specialized research equipment for staff and postgraduate student research. However it does not include funding for the teaching of postgraduate research or other programs, or general program administration.

Sustained Scholarly Activity

Teaching faculty at all levels in the institution should be involved in scholarly activities that ensure familiarity with the latest developments in their field and include exposure to those developments in

For the purposes of this requirement the following are considered broad fields of learning. Natural and Physical Sciences; Information Technology; Engineering and Related Technologies; Architecture and Building; Agriculture, Environment and Related Studies; Medical Sciences; Education; Management and Commerce; Society and Culture; Creative Arts (Classification to be revised following advice on KSA stats collection)

¹

their teaching. Faculty who are teaching at postgraduate level are expected to be qualified at doctoral level and to be active scholars and researchers as evidenced by recent refereed publications. Where professional programs are offered at postgraduate level an alternative to doctoral qualifications for an appropriate proportion of teaching faculty may be extensive, successful, and recent experience in the field concerned.

Size of Institution

The minimum size of a university expressed in terms of student enrolments is 2000 equivalent full time students in higher education award programs. This number does not include students enrolled in foundation or preparatory programs, or in other non-award courses.