National Commission for Academic Accreditation & Assessment

Standards for Higher Education Programs

April, 2007

Standards for Accreditation of Higher Education Programs

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.

1. **Mission and Objectives**
2. **Governance and Administration**
3. **Management of Quality Assurance and Improvement**
4. **Learning and Teaching**
5. **Student Administration and Support Services**
6. **Learning Resources**
7. **Facilities and Equipment**
8. **Financial Planning and Management**
9. **Faculty and Staff Employment Processes**
10. **Research**
11. **Institutional Relationships With the Community**

These standards are relevant to each educational program within an institution and to an institution as a whole.

Applying the General Standards to Programs

These standards are expressed in general terms and apply to all programs in higher education.

The general standards include a requirement that plans for a program be developed after considering relevant academic and professional advice. Consequently for a judgment to be made about the accreditation of individual programs it is also necessary to consider any special requirements that are applicable to particular fields of study. Until specific field of study requirements are developed for Saudi Arabia by the Commission it is recommended that for this purpose consideration be given to the detailed standards set out by relevant international specialist accreditors as well as local advice from relevant employers and professional groups within Saudi Arabia.

Relationships Between Standards for Institutions and Standards for Programs

The general standards apply to all of an institutions activities and only some of these activities relate directly to the delivery of programs. Activities relating to the standards fall into three categories.

- Those that are institutional and have no impact or only very indirect impact on programs. Examples include the management of extra curricular activities or the attractiveness of buildings and grounds. These are not considered in looking at the application of the standards to programs.
- Those that are institutional activities with a major impact on programs. Examples would be the provision of learning resources through a library or the processes for employment and promotion of faculty. These should be considered in evaluating a program as they impact on the program concerned. For example whether the library provides the services needed for the particular program being considered, or whether appropriately qualified and experienced faculty are appointed to teach in the program. The quality of a program is affected by these things regardless of who is responsible for administering them. Evaluation of these functions in an institutional evaluation would be broader and consider the quality of management and services provided for the institution as a whole and how effectively they support all programs throughout the institution.
- Those that relate directly to the planning and delivery of a program. Examples would be the appropriateness of intended learning outcomes for students and the quality of teaching in the program. For an institutional evaluation these things should be looked at within each program, and then a judgment made about strengths and weaknesses in the institutions programs as a whole. This would normally be done by getting a profile of performance at the

level of departments or colleges, and then preparing a report identifying similarities and differences and overall performance for all programs.

In this document a selection has been made of the things that should be considered in relation to evaluation of programs. They include the matters described in the second and third categories above.

Indicators and Evidence of Performance

The comments on evidence and indictors 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.

Standards for Distance Education Programs

The document has been prepared for programs through conventional and largely campus-based instruction. For programs through distance education methodology there are some different expectations that relate to that mode of teaching. The standards for distance education or dual mode instruction (a combination of conventional and distance education) standards are set out in separate publications.

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) and faculty and staff responsible for programs rate their own performance using a starring system. These self evaluation scales are included in separate publications. Self Evaluation Scales for Assessing Quality in Higher Education Institutions, and Self Evaluation Scales for Higher Education Programs.   It is expected that these self evaluation scales will be used by institutions, and by those responsible for programs 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.

<u>**Notes on What Constitutes a Program**</u>

A program is regarded as an integrated package of courses and activities in an academic or professional field leading to a qualification. However organizational arrangements in institutions differ and there are sometimes questions about what should be considered as a program.

A program includes all of the courses a student is required to take, including courses that are required by an institution or a college as well as those required by a department, and including any general

education programs as well as those in a professional or academic field. It includes courses that may be offered as service courses by another department or college.

A program offered on both men's and women's campuses is a single program and should be evaluated as such. However since there may be significant differences in facilities, resources, experience of faculty, employment of graduates or other matters evidence should be obtained about what happens on each campus and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each campus and a combined result.

A program offered on a remote as well as on an institution's main campus should be dealt with in the same way.

A program offered either on-campus or through distance education should also be evaluated in the same way. However there are a number of additional matters that relate to distance education and these must also be considered using the standards for distance education.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive an associate degree or to continue for several more years and complete a bachelor degree. If this is done it is essential that the associate degree be planned so that it provides a complete and useful qualification in its own right. For example it might include significantly more practical and applied work in the field than students would normally undertake in the first two years of a bachelor degree program. It is not acceptable for such an award to be granted simply because students fail or drop out after the early parts of a longer program.

The distinction between what is regarded as a single program or a cluster of related programs is difficult to define and may be best explained through examples.

A bachelors degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a post graduate program leading to a masters degree or a doctorate in the same general field, that would be regarded as a separate program. The test in these examples relates to there being a qualification that is regarded as being complete in itself, and in the case of a professional program, qualifying the person who has taken the program for professional practice in the field. The distinction does not necessarily relate to organization of an institution or college into departments. In the particular example given it is likely that a civil engineering department would offer both the undergraduate and the postgraduate programs. It would also be possible if an institution wished to organize itself in that way for a single department to offer programs in both civil and mechanical engineering.

The title of an academic award is not necessarily a useful guide to what should be regarded as a program. For example general titles such as Bachelor of Arts, or Business, or Science, could include many different programs. In an Arts degree there could be programs in history and or social sciences, in psychology, in social work, or many others. A Business degree could include separate programs for accountants, for economists, or for management and administration, and these would be different programs leading to quite different occupational skills.

The programs that have been used in these examples are separate entities, and will be accredited as such. However this does not prevent groups of related programs being considered together by an external review team in the accreditation process provided it is possible for external review panels to include the necessary expertise. A panel might consider an undergraduate and a post graduate program in the same field at the same time. However the institutions self study and the reports of the review panel will deal separately with each program ant it would be possible for one such program to be accredited and not the other.

Standards for Accreditation of Higher Education Programs

1. Mission and Objectives

The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the programs principal purposes and priorities and be influential in guiding planning and action.

Requirements

1.1 Appropriateness of the Mission;

The mission statement must be appropriate for the institution and for a program of its type in Saudi Arabia. To satisfy this requirement the mission statement should:

1.1.1   Be consistent with the mission of the institution
1.1.2   Establish directions for the development of the program that are appropriate for a program of its type and the needs of students in Saudi Arabia.
1.1.3   Be consistent with Islamic beliefs and values
1.1.4   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 achievable through effective strategies that can be implemented within the level of resources expected to be available.
1.2.3   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.
1.3.2   Be formally approved by the appropriate decision making body within the institution.
1.3.3   Be periodically reviewed and reaffirmed or amended as appropriate 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. 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 years)
1.4.2   Be publicized within the institution and known about and supported by faculty and staff..
1.4.3   Be used to provide criteria for consideration of major program proposals.

1.5 Relationship Between Mission, Goals and Objectives

The mission statement must be used to guide the establishment of goals and objectives and strategic plans for the development of the program. To satisfy this requirement:

1.5.1   Medium and long term goals for the development of the program

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   Objectives should be expressed in specific terms that include clearly defined results to be achieved within specified time periods.

1.5.4   Goals and objectives should be specified using a standard format used across the institution.

1.5.5   Goals and objectives should be reviewed periodically and modified if necessary in response to results achieved and changing circumstances.

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

General Standard

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.

Standard Applied to Educational Programs

Program administration should reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes should involve stakeholders (eg. students, professional bodies, industry representatives, faculty) in establishing goals and objectives and reviewing and responding to results achieved. The quality of delivery of courses and the program as a whole should be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

Requirements

2.1 Management

Program managers must provide effective and responsible leadership for the development and improvement of the program. To satisfy this requirement:

2.1.1 The responsibilities of program managers (Heads of department or others) should be clearly defined in position descriptions.

2.1.2 Delegations of responsibility to program managers should be clearly defined with limits of authority defined and accountability requirements specified.

2.1.3 Program managers should have sufficient authority to ensure compliance with formally established or agreed policies and procedures.

2.1.4 Opportunities should be provided for initiative by faculty and staff in the exercise of their responsibilities within the framework of policies and strategies.

2.1.5 Regular feedback should be given on performance of faculty and staff by the head of the department.

2.1.6 Advice and support should be made available to faculty and staff in a manner that contributes to their personal and professional development.

2.1.7 Proposals for program developments and recommendations on policy issues should be presented to the appropriate decision making body in a form that clearly identifies the issues for decision and the consequences of alternatives.

2.2   Planning Processes

Planning processes must be managed effectively to achieve the mission and goals through cooperative action by the instructional team. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstances.

To satisfy this requirement planning for a program should:

2.2.1   Be strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long-term results.

2.2.2   Take full and realistic account of aspects of the external environment affecting demand for graduates and the skills they require.

2.2.3   Provide for involvement and understanding of faculty, students and other stakeholders.

2.2.4 Focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning.

2.2.5 Be reflected in program specifications, and in course specifications that clearly identify the contribution of each course to the total program..

2.2.6 Be effectively communicated to all concerned with impacts and requirements for different constituencies made clear.

2.2.7 Provide for monitoring of implementation in relation to short term and intermediate targets.

2.2.8 Provide for regular reports on key performance indicators to senior management in the institution.

2.2.9 Be reviewed, adapted and modified, with corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.

2.2.10 Be directly linked to information management systems that provide regular feedback on both ongoing routine activities and progress in strategic initiatives.

2.2.11 Incorporate risk management as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.

2.3 Relationship Between Sections for Male and Female Students

In programs offered on male and female campuses the program coordinators and faculty on both campuses participate fully in cooperative planning and program and course reporting. There must be equitable distribution of resources and facilities to meet the requirements of program delivery and associated services on each campus and quality evaluations must consider both performance on each campus as well as the program overall. To satisfy this requirement institutions should:

2.3.1 Ensure that resources, facilities and staffing provisions are comparable in both sections.

2.3.2 Ensure that program coordinators in both sections and faculty teaching the same courses are fully involved in planning and reporting processes and communicate regularly about the program through appropriate processes.

2.3.3 Ensure that planning processes and program and course specifications lead to comparable standards in each section while taking account of differing needs.

2.3.4 Ensure that reports on courses and the program, and information on key performance indicators show results for both campuses as well as for the program as a whole.

2.4 Institutional Integrity

Faculty and staff involved with the program must meet high ethical standards in their teaching, research, administrative and service functions. These standards must be maintained in all dealings with students, faculty and staff and relationships with other internal and external agencies including both government and non government organizations.

To satisfy this requirement faculty and staff involved with the program should:

2.4.1 Comply with codes of practice relating to ethical conduct in research, teaching, performance evaluation and assessment, and in the conduct of administrative and service activities.

2.4.2 Make declarations of pecuniary interest and avoid conflicts of interest in all their dealings

2.5 Internal Policies and Regulations

Policies and regulations must be established that clearly define the major responsibilities and procedures for the administration of the program and for committees and faculty, staff and students. To satisfy this requirement:

2.5.1 Terms of reference and operating procedures for major committees and administrative positions should be established

2.5.2 Policies, regulations and related documents should be readily accessible to all faculty, staff and students who are affected by them, including new members of faculty and staff, and members of committees.

2.5.3 Decisions made by committees on procedural and academic matters are recorded and referred to as a guide to ensure consistency in future decisions.

2.5.4 Guidelines or regulations are established for dealing with recurring issues.

2.5.5 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.

2.5.6 Follow a systemic program of review through which all policies and regulations and terms of reference and statements of responsibility are periodically reviewed.

Evidence and Performance Indicators

Evidence about effective management could include documents setting out policies, terms of reference and operating procedures for major committees and administrative positions, responses to surveys of faculty and students about procedures followed, and opinions of senior administrators in the institution to which program administrators are responsible. Indicators could be based on responses to surveys by faculty, administrators and students.

Standard 3: Management of Quality Assurance and Improvement

Faculty and staff involved in the program are committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality are undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance is attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Requirements

3.1   Commitment to Quality Improvement in the Program

Program administrators and faculty and staff must be committed to maintaining and improving the quality of the program.

 To satisfy this requirement:

3.1.2   All faculty and staff should participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.
3.1.3   Innovation and creativity should be encouraged within a framework of clear policy guidelines and accountability processes.
3.1.4   Management processes should assist faculty and staff to learn from mistakes and help them to improve performance.
3.1.5   Improvements in performance should be acknowledged and outstanding achievements recognized.
3.1.6   Evaluation processes and planning for improvement should be integrated into normal planning processes.
3.1.7   Evaluations should be based on evidence, linked to appropriate standards, with predetermined indicators, and independent verification of interpretations.

3.2   Scope of Quality Assurance Processes

Quality assurance activities must involve all faculty and staff and all aspects of program planning and delivery.

To satisfy this requirement quality assurance processes should:

3.2.1   Deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.
3.2.2   Provide an overview of quality issues for the total program as well as components within it (including individual courses and program offerings in sections for male and females students)Ensure that evaluations give particular attention to quality of outcomes.
3.2.3   Consider inputs, processes and outcomes, with particular attention given to learning outcomes for students.
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.

3.3   Administration of Quality Assurance Processes

Quality assurance arrangements for the program must meet any particular requirements for this program as well as the quality arrangements for the institution as a whole. To satisfy this requirement:

3.3.1   Quality assurance processes should be fully integrated into normal planning and program delivery arrangements.
3.3.2   Make use of standard forms and survey instruments for use in the institution as well as gathering any special information required for this program.

3.3.3   Assign responsibility to a member of faculty teaching in the program to provide leadership and support for the management of quality assurance processes.

3.4   Use of Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for comparative evaluation of performance.

To satisfy this requirement:

3.4.1   Information should be provided regularly on key performance indicators required by the institution.
3.4.2   Additional performance indicators relevant to this particular program should also be selected and used for program evaluation and reporting.
3.4.3   Benchmarks for comparing quality with past performance and for comparisons with similar programs elsewhere should be selected and used in evaluations and reports.
3.4.4   The format for indicators and benchmarks should be consistent with those used 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:

3.5.1   Self-evaluations of quality of performance should be 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   Interpretations of evidence about quality should be verified by independent advice from persons familiar with the type of activity concerned and impartial mechanisms should be used to reconcile any differing opinions.
3.5.3   Standards of learning outcomes achieved by students should be checked in relation to the requirements of the National Qualifications Framework and standards at other comparable institutions.

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 by faculty and the adequacy of responses made to evaluations that are made in program and course reports and other reports prepared. 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 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, including whether they are evidence-based and appropriately benchmarked in relation to external standards.

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:

4.1.1   Relevant academic and professional advice should be considered when defining intended learning outcomes.

4.1.2   Intended learning outcomes should be reviewed periodically 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   Programs leading to professional qualifications should develop learning outcomes that meet requirements for professional practice in Saudi Arabia in the fields concerned.

4.1.4   Any special student attributes specified by the institution for its graduates, or in the program should be incorporated as intended learning outcomes in all relevant courses and required student activities, and appropriate teaching strategies and forms of student assessment used for them.

4.1.5   Program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates should be used 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:

4.2.1   Plans for delivery and evaluation of the program should be included in detailed program specifications.

4.2.2   Plans for the delivery of courses should be set out in course specifications that ensure that all courses contribute to program learning outcomes in a coordinated way

4.2.3   Appropriate teaching strategies and assessment processes should be 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 should be 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 with membership that includes leading practitioners from the relevant occupations or professions should be established to monitor and advise on content and quality of programs.

4.2.6   New program proposals or major changes should be 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 the program 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:

4.3.1   Courses and programs should be evaluated and reported on annually with details of changes made and the reasons for them retained in course and program portfolios.

4.3.2   Quality indicators should be established for all courses and the program. These indicators should include progression and completion rates in the program as well as other relevant information.

4.3.3   Ensure that annual reports on programs that include quality indicators should be reported on annually and regularly reviewed by senior administrators and quality committees.

4.3.4   Regular comparisons should be made across the institution and in relation to appropriate external benchmarks on quality indicators for the program.

4.3.5   In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every seven years.

4.3.6   Program reviews conducted by the department or institution should involve experienced people from relevant industries and professions, and experienced faculty from other institutions.

4.3.7   Program reviews should include information obtained 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:

4.4.1   Student assessment mechanisms are appropriate for the different forms of learning sought.

4.4.2   There should be appropriate, valid and reliable 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   Policies and procedures include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

4.4.4   Effective procedures should be established to ensure that work submitted by students is actually done by the students concerned.

4.4.5   Assessment practices should be clearly communicated to students at the commencement of courses.

4.4.6   Feedback on performance by students and results of assessments are given promptly to students and accompanied by mechanisms for providing assistance if needed.

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:

4.5.1   Faculty should be available at sufficient scheduled times for consultation and advice to students.

4.5.2   Adequate tutorial assistance should be provided to ensure understanding and ability to apply learning.

4.5.3   Appropriate preparatory and orientation mechanisms are provided 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   Systems should be established for monitoring and coordinating student workload across courses.

4.5.5   Progress of individual students should be monitored and assistance and/or counselling provided to those facing difficulties.

4.5.6   Year to year progression rates and program completion rates should be monitored , and analysed to identify and provide assistance to any categories of students who may be having difficulty.

4.5.7   Textbooks and reference material should be up to date and incorporate the latest developments in the field of study.

4.5.8   Text books and other required materials should be available in sufficient quantities before classes commence.

4.5.9   Adequate facilities are available 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   Strategies of teaching should be planned for the different kinds or domains 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   Students should be fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes..

4.6.4   Effective orientation and training programs should be provided 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   The conduct of courses should be consistent with the outlines provided to students and with the course specifications.

4.6.6   An effective system should be in place for evaluation of courses and of teaching.

4.6.7   The effectiveness of different planned teaching strategies in achieving learning outcomes in different domains of learning is regularly reviewed and adjustments should be made in response to evidence about their effectiveness.

4.6.8   Reports should be provided to program coordinators on the delivery of each course and these should include details if any planned content could not be dealt with. In such cases appropriate adjustments should be made in other courses or in other activities to cover the material missed.

4.7 Support for Improvements in Quality of Teaching

Appropriate strategies must be used to support continuing improvement in quality of teaching.

To satisfy this requirement:

4.7.1   Training programs in teaching skills should be available within the institution for both new and continuing faculty.

4.7.2 Opportunities should be available for additional professional and academic development of faculty, with special assistance given where faculty are facing difficulties.
4.7.3 Faculty should be encouraged to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
4.7.4 The extent to which faculty are involved in professional development to improve quality of teaching should be monitored.
4.7.5 Formal recognition should be given 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 Qualifications and Experience of Faculty

Faculty should have qualifications and experience necessary for teaching the courses they teach, and keep up to date with academic and/or professional developments in their field.

To satisfy this requirement:

4.8.1 Faculty should have appropriate qualifications and experience for the courses they teach.
4.8.2 There should be 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.)
4.8.3 All faculty should be 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.
4.8.4 Full time faculty teaching in post-graduate courses should be active in scholarship and research in the fields of study they teach.
4.8.5 In professional programs teaching teams should include some experienced and highly skilled professionals in the field

4.9   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:

4.9.1 Student learning to be developed should be clearly specified and action taken to ensure that those learning outcomes and strategies to develop that learning are understood by students and supervising staff in the field setting.
4.9.2 Supervising staff in field locations should be thoroughly briefed on their role and the relationship of the field experience to the program as a whole.
4.9.3 Students should be thoroughly prepared for participation in the field experience through briefings and descriptive material.

4.9.4   Opportunities should be provided through 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.

4.9.5   Field experience placements should be selected that have the capacity to develop the learning outcomes sought and their effectiveness in developing that learning is evaluated.

4.9.6   In situations where the supervisors in the field setting and faculty from the institution are both involved in student assessments, criteria for assessment should be clearly specified and explained, and procedures established for reconciling differing opinions.

4.9.7   Provision should be made 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 the results of those evaluations considered in subsequent planning.

4.9.8   Preparation for the field experience should include a thorough risk assessment for all parties involved, and plans should be made to minimize and deal with those risks.

4.10   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:

4.10.1   The respective responsibilities of the local institution and the partner should be specified in formal agreements enforceable under the laws of Saudi Arabia.

4.10.2   The effectiveness of the arrangements should be regularly reviewed.

4.10.3   Briefings and consultations on course requirements should be adequate, and effective mechanisms available for ongoing consultation on emerging issues.

4.10.4   Faculty from the partner institution familiar with the content of courses offered under the partnership arrangement should visit regularly for consultation about course details and standards of assessments.

4.10.5   If arrangements involve assessment of student work by the partner in addition to assessments within the institution, procedures should be established 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.

4.10.6   If the program is based on that of the partner institution, courses, assignments and examinations should be adapted to the local environment, unfamiliar colloquial expressions should be avoided, and use made of examples and illustrations relevant to the local setting where the programs are to be offered.

4.10.7   The program and courses should be consistent with the requirements of the Qualifications Framework for Saudi Arabia, and in 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

Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.

Requirements

5.1 Student Admissions

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

5.1.1   Admission requirements should be consistently and fairly applied.
5.1.2   Student advisors familiar with details of course requirements should be available to provide assistance prior to and during the student registration process.
5.1.3   Rules governing admission with advanced standing should be clearly specified.
5.1.4   Decisions on exemptions from course requirements or advanced standing should be made known to students by qualified faculty or authorized staff before classes commence.
5.1.5   Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information should be publicly available to potential students and families prior to applications for admission.
5.1.6   A comprehensive orientation program should be provided 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. Statistical data needed quality indicators and internal and external reporting requirements and generation of reports on student progress and achievements must be readily available through automated processes that protect the confidentiality if individual student information. To meet this requirement :

5.2.1   Automated procedures should be in place for monitoring student progress throughout their programs
5.2.2   The student record system should regularly provide statistical data required for planning, reporting and quality assurance.
5.2.3   Clear rules should be established and maintained governing privacy of information and controlling access to individual student records.
5.2.4   Eligibility for graduation should be 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:

5.3.1   Attendance requirements should be made clear to students and compliance with these requirements monitored and enforced.
5.3.2   Student appeal and grievance procedures should be specified in regulations, published, and made widely known within the institution. The regulations should make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.

5.3.3　　Appeal and grievance procedures should 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.

5.3.4　　Appeal and grievance procedures should 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.

5.3.5　　Procedures should be established to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.

5.3.6　　Appropriate policies and procedures should be in place to deal with academic misconduct, including plagiarism and other forms of cheating.

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 resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program.. Information about requirements must be made available by faculty in sufficient time for necessary provisions to be made for resources required, and faculty and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources, and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.

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 program, regularly evaluated, and kept up to date as required.

To meet this requirement:

6.1.1   Faculty responsible for the program and for courses within it should regularly provide advice on materials required to support teaching and learning.
6.1.2   Faculty and students should participate in user surveys dealing with adequacy of resources and services, extent of usage, consistency with requirements for teaching and learning
6.1.3   In addition to participation in surveys program representatives should have opportunities to provide input to evaluations of forward planning for provision of resources and services.
6.1.4   Faculty should provide regular advice on material that should be held in reserve to ensure access to necessary materials and this advice should be responded to.

6.2 Organization

The library or resource center must be managed in a way that meets the requirements of the program for student access and availability of resources and services.

To meet this requirement:

6.2.1   Library and resource centers and associated facilities and services should be available for extended hours to ensure access when required by users in the program .
6.2.2   Heavy-demand and required reading materials required for the program should be held in a reserve collection
6.2.3   Provision should be made for reliable and efficient access to on-line data-bases and research and journal material relevant to the program.

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:

6.3.1   Orientation and training programs should be provided for new students and other users to prepare them to access facilities and services.
6.3.2   Assistance should be available to help users in conducting searches and locating and using information.
6.3.3   A reference service should be provided through which in-depth questions can be answered by qualified librarians.
6.3.4   Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and in other collections.
6.3.5   Faculty and students in the program are kept informed about library developments such as acquisition of new materials, training programs, or changes in services or opening hours.

6.4 Resources and Facilities

Adequate reference material for the program must be available and facilities in the library or resource center must be appropriate for the needs of the program, To meet this requirement:

6.4.1   Adequate books journals and other reference material including on line resources are available to meet program requirements.
6.4.2   Up to date computer technology is available on a sufficient scale to meet program requirements to support electronic access to resources and reference material.
6.4.3   Books and journals and other materials are available in Arabic and English (or other languages) as required for the program and associated research.
6.4.4   Sufficient facilities are provided for both individual and small group study and research as required for the program.

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

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with faculty, staff and students.

Requirements

7.1 Policy and Planning

Planning processes for the provision of facilities and the acquisition and maintenance of equipment should include consultation with program representatives to ensure clear specification of program requirements. Plans for provision should appropriately balance program requirements with institutional policies to ensure compatibility of systems and resources available. To meet this requirement:

7.1.1 Equipment acquisitions should meet program requirements and also be consistent with institutional policies to achieve compatibility of equipment and software systems across the institution.
7.1.2 Faculty should be consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.
7.1.3 Equipment planning should provide for acquisition, servicing and replacement according to a planned schedule

7.2 Quality and Adequacy of Facilities

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

7.2.1 Facilities should meet health and safety requirements.
7.2.2 Quality assessment processes should include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.
7.2.3 Standards of provision of teaching, laboratory and research facilities should adequate for the program and should be be benchmarked 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.
7.2.4 Adequate facilities are provided for confidential consultations between faculty and students)
7.2.5 Adequate provision is made for students, faculty and staff with physical disabilities or other special needs.

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:

7.3.1 A complete inventory should be maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual staff for teaching and research.
7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management should be efficiently and effectively carried out.
7.3.3 Regular condition assessments should be carried out and provision made for preventative and corrective maintenance and replacement when required.

7.3.4 Effective security should be 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 Effective systems should be provided to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.

7.3.6 Arrangements should be made 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 research activities associated with the program and the research needs of faculty and students working in it. These facilities and the equipment provided must be 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:

7.4.1 Cooperative arrangements should be made when appropriate with other agencies for shared ownership or use of major research equipment.

7.4.2 Adequate equipment and laboratory facilities should be available for faculty and student research associated with the program.

7.4.3 Clear institutional policies should be established for ownership, control, maintenance and replacement of research equipment, including equipment acquired through research grants to faculty or the department or college.

7.4.4 Policies and procedures should be established 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 program and managed in ways that ensure secure, efficient and effective utilization. To meet this requirement:

7.5.1 The adequacy of computer equipment that is available and accessible for faculty, staff and students in the program should be regularly assessed.

7.5.2 Institutional policies governing the use of personal computers by students should be complied with.

7.5.3 Technical support should be available for faculty and students using information and communications technology.

7.5.4 Opportunities should be available for faculty input into plans for acquisition and replacement of IT equipment for use in the program.

7.5.5 Security systems should be in place to protect privacy of personal and institutional information, and to protect against externally introduced viruses.

7.5.6 Compliance with a code of conduct relating to inappropriate use of material on the internet should be checked and instances of inappropriate behaviour appropriately dealt with.

7.5.7 Training programs should be available for faculty and staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.

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 sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be is provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

8.1   Financial Planning and Budgeting

Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. To meet this requirement:

8.1.1   Proposals for new programs or major activities, equipment or facilities should be accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.

8.1.2   If new ventures are cross-subsidized from existing funding sources the development strategy should be made explicit and intermediate and long term costs and benefits assessed.

8.1.3   The amount of financial resources available for the program should be sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.

8.1.4   The program coordinator (or department chair or dean) should submit annual budget proposals setting out detailed program requirements and follow up as necessary to make adjustments after those proposals have been considered and financial resources allocated.

8.1.5   Budget proposals should support strategic priorities for program developments and improvements in quality, and consider possibilities for savings or alternative revenue sources as well as seeking additional funding if necessary.

8.2 Financial Management

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

8.2.1   Sufficient delegations of spending authority should be given to the program manager/head of department for effective program administration.

8.2.2   Financial delegations should be clearly specified, and accompanied by appropriate accountability and reporting processes.

8.2.3   The program manager/head of department should be involved in the budget planning process, and be held accountable for expenditure within approved budgets.

8.2.4   The accounting system should provide for accurate monitoring of expenditure and commitments against budgets with regular reports prepared throughout the year for the program/department.

8.2.5   Where possibilities of conflict of interest exist or may be perceived to exist the persons concerned should declare their interest and refrain from participation in decisions.

8.2.6   Financial carry-forward provisions should be sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.

Evidence

Evidence about the quality of financial planning and management can be obtained from budget statements and audit reports. Comparisons of funding provisions with similar programs elsewhere can provide useful evidence of adequacy of provision provided care is taken to take account of any differences in the management of financial systems. Reports on risk assessment should be available together with strategies for risk minimization.

Standard 9: Faculty and Staff and Employment Processes

Employment processes must ensure that faculty have the knowledge and experience needed for their particular teaching responsibilities and their qualifications and experience must be verified before appointment. New faculty must be thoroughly briefed about the program and their responsibilities before they begin. Performance of all faculty and staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.

9.1 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:

9.1.1   Recruitment processes should ensure that faculty have the specific areas of expertise, and the personal qualities, experience and skill to meet the teaching requirements in the program.

9.1.2   Candidates for employment should be provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs, and full details about the particular program for which they are being considered. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)

9.1.3   All references should be checked, and claims of experience and qualifications verified before appointments are made.

9.1.4   The legitimacy of qualifications claimed by applicants should be checked through processes that consider the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.

9.1.5   In professional programs there should be sufficient faculty with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.

9.1.6   New faculty should be given an effective orientation to ensure familiarity with the institution and its operating procedures, services and programs and development priorities.

9.1.7   New faculty are given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements

9.2 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:

9.2.1   Criteria and processes for performance evaluation should be clearly specified in advance and make them known to faculty and staff.

9.2.2   Consultations about work performance should be confidential and supportive, and occur on a formal basis at least once each year.

9.2.3   If performance is considered less than satisfactory clear requirements are established for improvement.

9.2.4   Performance assessments of faculty and staff should be kept confidential but should be documented and retained. Faculty and staff should have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.

9.2.5   Outstanding academic or administrative performance should be recognized and rewarded.

9.2.6   Junior faculty and staff with leadership potential should be identified and given them a range of experiences to prepare them for future career development.

9.2.7   Assistance should be given in arranging professional development activities to improve skills and upgrade qualifications.

9.2.8   Appropriate professional development activities are provided to assist with new programs or policy initiatives.

9.2.9   Faculty should be expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so should be monitored.

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.

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 might be selected if there are problems in the institution that need to be monitored.

E. Community Contributions

Standard 10: Research

All faculty teaching higher education programs are expected to be involved in scholarly activities that ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Faculty teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate equipment must be available to support the research activities of faculty and post graduate students in areas relevant to the program

10.1   Faculty and Student Involvement in Research

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:

10.1.1   Expectations for faculty involvement in research and scholarly activities should be clearly specified and performance in relation to these expectations considered 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).

10.1.2   Clear policies should be established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (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 of study)

10.1.3   Support should be provided 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.

10.1.4   Opportunities should be provided for postgraduate research students to participate in joint research projects.

10.1.5   Participation by research students in joint research projects should be appropriately and fully acknowledged. When a significant contribution has been made reports and publications should indicate joint authorship.

10.1.6   Assistance should be for faculty to develop collaborative research arrangements with colleagues in other institutions and in the international community.

10.1.7   Faculty should be encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

10.1.8   Strategies should be developed 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.

10.2 Facilities and Equipment

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

10.2.1   Adequate laboratory space and equipment, library and information systems and resources should be available to support the core research activities of faculty and students in the field in which the program is offered.

10.2.2   Security systems are established to ensure safety for researchers and their activities, and for others in the institutional community and the surrounding region.

10.2.3   Policies should 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

Evidence about involvement in research can be obtained from faculty and departmental research reports, faculty evaluation and promotion criteria,. 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 and departments. 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

Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of faculty and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community, and faculty contributions appropriately recognized within the institution.

11.1   Policies on Community Relationships

Commitment to service to the community by the department or program must be clearly specified, consistent with the community service policies of the institution and appropriate for the particular skills and knowledge of faculty working in the program. The service commitment should be supported by policies to encourage involvement, and regular reports prepared on activities that take place. To meet this requirement:

11.1.1   The service commitment of the program should be defined in a way that reflects the community or communities within which the institution operates, and the skills and abilities of faculty in the program.
11.1.2   Contributions to the community by faculty in the program should be reported on annually.
11.1.3   Community contributions by faculty should be included in promotion criteria and faculty assessments.
11.1.4   Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.

11.2 Interactions With the Community

Relationships should be established with the community to provide needed services and draw on community expertise to support the program. To meet this requirement:

11.2.1   Faculty should be encouraged to participate in forums in which significant community issues are discussed.
11.2.2   Relationships should be established with local industries and employers to assist program delivery. (for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)
11.2.3   Local employers and members of professions should be invited to join appropriate advisory committees considering programs and other institutional activities.
11.2.4   Continuing contact should be maintained with schools in the region, offering assistance and support in areas of specialization, providing information about programs and activities and subsequent career opportunities, and arranging enrichment activities for the schools.
11.2.5   Regular contact should be maintained with alumni, keeping them informed about program developments, inviting their participation in activities, and encouraging their financial and other support for new initiatives.
11.2.6   Advantage should be taken of opportunities to seek funding support from individuals and organizations in the community for research and other developments.

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.