Program Development System Design Team

Preliminary Recommendations to Executive Team and Process ReviewCommittee

Design Team Membership:

Margaret Reilly	Assistant Dean – Center for Mathematics, Engineering, Physical Sciences, and Applied Technology *(Chair)*
Richard Pucine	Director of Academic Systems *(Scribe)*
Michael Alsheimer	Assistant Director Financial Aid
Dayton Elseth	Faculty – Center of Language and Learning Design
Richard Haubert	Assistant Director of Communications
Dana Hubbard	Coordinator of Corporate Training
James Lynch	Director of Educational Technologies
James Sunderhaft	Technical Assistant, Registrar's Office

Sources:

Stephen Frisbee	College-Wide Curriculum Committee, Chair
Norayne Rosero	Professor Mathematics, Assessment Liaison

The purpose of the *Program Development System Design Team* is to develop a ___responsive community-focused system___ of evaluating **policies and procedures** for ___eliminating obsolete programs___ and ___assessing need for adding new programs___ at the College.

These following recommendations are based on external review of SUNY Fredonia, SUNY Morrisville, SUNY Oswego, Onondaga Community College, Montgomery County Community College, Lorain County Community College, and Rio Salado. Maggie Reilly submitted information from a graduate level course (VTP 509: Vocational Curriculum Development) taken at SUNY Oswego.

Current Process:

Currently any new program coming forward must be developed by a faculty member. This program is usually developed to meet a student need either furthering their education or obtaining employment. Once a program has been prepared, it needs to be signed off on by the

Center's Dean. Then the program must be voted on and approved by the Center faculty. Once approved in the Center it must be vetted throughout the remaining Centers. After it has been cleared by all academic Centers, the proposal is then forwarded onto the College-Wide Curriculum Committee (CWCC). If approved by the CWCC, the proposal is sent to the Vice President for Learning and Academic Affairs (VPLAA) for review. If it is not approved it is usually because the program does not meet the SUNY General Education requirements or because there is an error with the sequencing of courses and how they are affected by prerequisites. If approved by the VPLAA, a Program Announcement is sent on to the Mohawk Valley Community College Board of Trustees (BOT) for approval.

The purpose of the Program Announcement is to provide the purpose for the program, the content and structure of the program, and a layout of the required curriculum. If the BOT approves the Program Announcement, it is then sent on to SUNY System Administration. Upon receipt SUNY will review the document for routine information (e.g. title, licensure requirements, need for Master Plan Amendment, etc.). Once all concerns have been addressed by the proposing institution, SUNY will publish the announcement through a weekly email circular *Program Review Update* and will post them to the Document Retrieval Service (DRS). Other institutions may offer comments such as advice and suggestions, possible articulation opportunities, enrollment trends in related programs, opportunities for cooperation, as well as concerns about potential competition with existing programs.

No earlier than forty-five days and no later than one year from the date of the circulation of the Program Announcement to SUNY campuses, the Program Proposal must be submitted to the BOT. If the BOT approves, the Program Proposal is then sent on to SUNY System Administration. If SUNY approves the Program Proposal, they then send it on to the New York State Education Department (NYSED). If NYSED approves the Program Proposal, the program is now official.

General Recommendations: The following recommendations are general recommendations to be applied to all steps in this process.

- All forms should be developed and processed electronically for consistency and ease of process.

- The process should be "transparent", which allows for a program to be easily viewed during any step in the process.

- The format of any forms/process should align with SUNY System Administration's both with respect to format and process for expediency. *Forms should be tied to SUNY so that all required information is gathered at the start of the process rather than causing further delays.(See Appendix C).*

- Training should be offered to faculty and staff through a mechanism such as Summer Institute or Staff Development to familiarize the responsible party in this program development process. This training may need to be mandatory based on the scope of work and experience of the faculty member.

- Input from CCED should be incorporated when appropriate such as during the initial step of Assessing the Need for a New Program since they are continually gaining input from the community. Collaborative effort should also take place when a program is being considered for discontinuance.

PROGRAM DEVELOPMENT PROCESS

PLEASE SEE Appendix A FOR A FLOW CHART OF THE FOLLOWING DISCUSSION.

The following recommendations are in regards to the **three distinct process steps** in the Project Development Process: Assessing the Need for Adding New Programs, Continuous Assessment/Improvement of Existing Program, and Elimination of Obsolete Program(s).

Assessing Need for Adding New Programs:

This is the initial step in the process of adding a program to the offerings at the college. This step includes the actual development of a new program.

The design team discussed at great length the current process for how a program is developed and added to the list of college offerings. It was identified that there currently is no standard or consistency for assessing the needs of adding a new program.

Onondaga Community College requires that *A Needs Assessment Analysis* be performed as the initial step in this development process. This assessment is a poll of local businesses to see whether there is demand and to determine support for the proposed new program. A positive survey results in the Vice President's office issuing a one page letter of support to the curriculum committee.

Recommendation:

1). Needs Assessment Analysis Form
An original justification of the development of the program is necessary as an initial "milestone" of the program development process. This could be accomplished by filling out a "*Needs Assessment Analysis Form*". It would include the following (not inclusive):

- Proposed Program Title

- Home Academic Center

- Survey of Local Businesses, Workforce, Department of Labor, etc.

- Back-up data

- Career/Educational Pathway defined: This would include the ability for transfer or job opportunity for students upon completion of the program.

- Demonstrates congruence with the ***College Mission/Vision and Strategic Priorities/Initiatives.*** (*See Appendix B*)

- Demonstrates how it meets the ***Community Needs.*** In this case the "community" would need to be defined.

- Demonstrates sustainability of the program.

- Resources needed to sustain the program over the long-term.

- Enrollment forecasting.

- Locations of other colleges/universities/commercial venues that offer similar programs.

Once the *Needs Assessment Analysis Form (NAAF)* is complete the Center Dean would approve this step in the process and submit it to the VPLAA.

2) *VPLAA Letter of Support*

The completed *Needs Assessment Analysis Form (NAAF)* would then be submitted to the Vice President for Learning and Academic Affairs. In order for the development process of the proposed program to continue the Vice President for Learning and Academic Affairs' office would issue a one (1) page letter of support as a result of reviewing the above referenced NAAF. This is required when the program development is initiated as an idea so resources are not expended without prior approval. This also ensures that the person(s) responsible for developing the program has appropriate training.

3) *Program Development Liaison*

At this point in the development process a "*Program Development Liaison*" is designated as the responsible person for this program to progress through the program development process. According to Middle States Commission on Higher Education (MSCHE) Standards 10 and 11 of the Characteristics of Excellence in Higher Education, the liaison must be a knowledgeable faculty member within the program field (See Appendix F). This is a dedicated position/person that should be compensated. This could be in the form of reduced load/overload or monetary compensation depending on the scope of the program development. This position should be included as a budget line in the Center in which this program would be housed.

4) *Curriculum Development Training*

At this point continued training would be required. This is considered mandatory training, which takes place at the beginning of this intensive assessment of the need for a new program. Training in Curriculum Development would be conducted each semester, or as needed, by the Coordinator of Program Development (See #5).

5) *Coordinator of Program Development*

It is recommended that a new position be created at the college as a Program/Process Review/Assessment expert who is responsible for many aspects of the Program Development Process, which would include teaching vital Curriculum Development training. This person would also be responsible for tracking programs through the stages of development, assessment, and deletion. They also would be responsible for developing and maintaining Curriculum Development Modules (based on Performance-Based Teacher Education Modules: Category A - Program Planning, Development, and Evaluation). They also are responsible for conducting bi-yearly training in Program Development.

6) *Curriculum Development Modules*

The next "milestone" in the process would be for an electronic "*CWCC Program Proposal Form*" to be created. This is a comprehensive report that expands on the NAAF that was initially written. This report is necessary to justify a new program from the standpoint of academics as well as resources. This report needs to include the following based on the Curriculum Development Modules:

- How the proposed program reinforces and strengthens the ***Mission*** of the college.

- Meets a ***Compelling*** and ***Documented Market*** need without encouraging unproductive competition with sister SUNY institutions or duplicate resources.

- Characterized by demonstrable ***Standards of Academic Quality.***

- ***Goals, Objectives and Learning Outcomes of the Program.***

- Program Semester Layout

- Program Narrative

This completes the first step in Program Development Process, which leads into the second step of the program review process, *Continuous Assessment/Improvement of Existing Program*.

Continuous Assessment/Improvement of Existing Program(s): This is an on-going process and review for any and all programs as offered at the college.

Current Process:

Currently the APR committee reviews academic programs every five years. Accredited programs do not need to complete the full APR form, but merely the SUNY Summary Report. The APR contains information such as:

- Program Outcomes Assessment Report

- How program goals are being met

- Data analysis with respect to goals and outcomes

- Students in programs and their needs

- Manner in which college resources contribute or hinder the program

- How previous weaknesses of program are being addressed

The APR packet is then submitted to the APR committee for review. The APR committee reviews the packet to ensure that the entire packet is filled out correctly.

There seems to be an existing disconnect between the assessment requirements of Middle States/SUNY and what the faculty and centers find useful in improving their programs.

Recommendation:

1) *APR Packet and Committee Revision*

Review and revise the current APR process and APR committee[1] so that it remains in line with SUNY and MSCHE requirements and yet becomes useful and meaningful to faculty, especially with regards to the data-driven portion. This committee should have representation from all Centers. In some areas faculty have trouble relating the quantitative data to the improvement of their programs. These APRs should be used by the faculty to improve the programs, not just to fulfill a requirement. There needs to be a much more useful and practical review of the existing programs at the college. Some things to consider including in the APR are:

>   1. Whether the original proposed goals, outcomes and justification of the program are still being met.

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[1] For example, a Program Learning Outcomes Review Committee could be formed to perform this crucial step in the process. The college should expand upon the duties of the APR committee so that they are not just reviewing and critiquing an APR packet. The new committee title needs to be revised to better suit the committee's charge. The new charge could include the existing duties of the APR committee, but also include more useful and meaningful program evaluation. As part of this recommendation the charge of the existing Academic Program Review (APR) Committee needs to be reviewed.

2. Whether the courses within the programs are still effective and up-to-date.

3. Review of enrollment/retention/graduation (completion) Summary

4. Continuous Improvement Tracking Sheets

5. Program Strategic Analysis (Program Systematic Assessment)

    A. Program Strengths

    B. Program Deficiencies and Plans of Action

    C. Plan for Future Direction of Program

        1. Recommend program continuance- *only if the program still meets the original justification*

        2. Recommend program continuance with modification

        3. Recommend a program "*Discontinuance Review*"

2) *Program Indicator Data*

Program indicator data should be completed on a yearly basis by the Office of Institutional Research and Analysis. (See Appendix E) This would be sent to each respective center dean, the VPLAA office, the person designated to complete the APR, as well as the APR committee.

When each academic program review is submitted, the indicators will be reviewed by the APR committee. These indicators will be used to plan for the future direction of the program. (*See 5.C. above)*

3) *APR Packet Assignment*
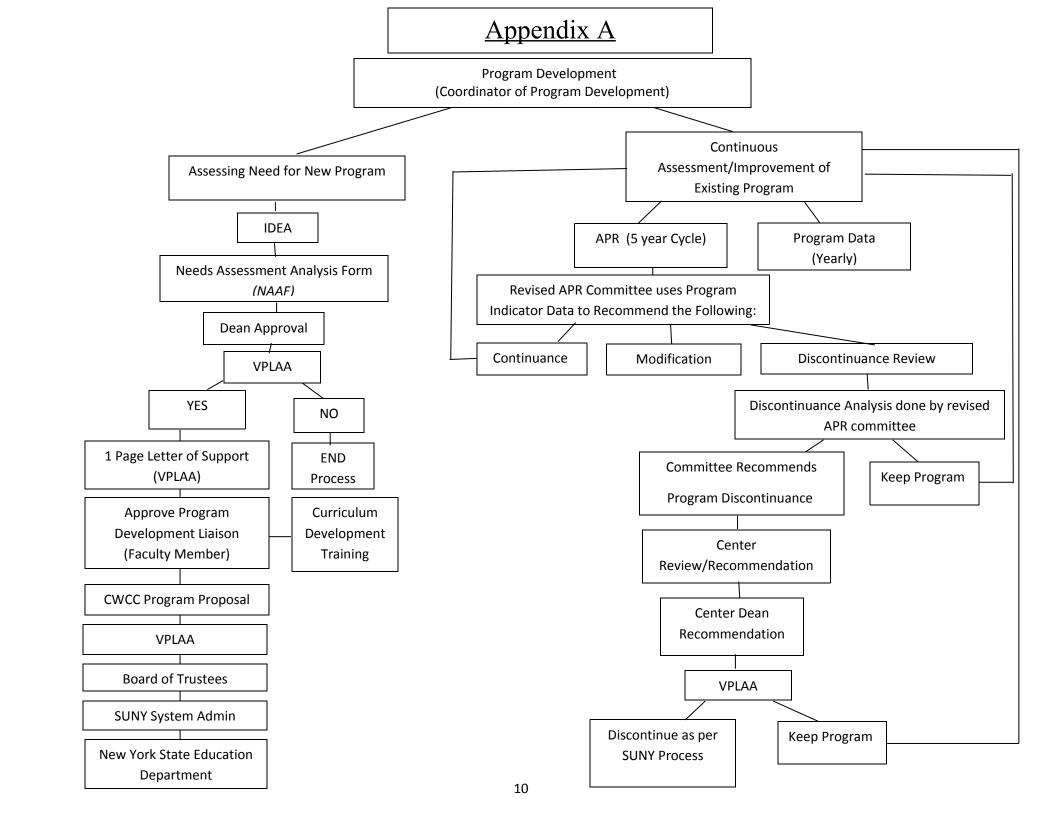
It needs to be determined how the faculty member is chosen to complete the APRs. Workload should be evenly distributed amongst faculty within the program.

The above completes the second step in Program Development Process, which leads into the final step of the program review process. This final step is only necessary if a program is recommended for a "*Discontinuance Review*".

Elimination of Obsolete Program(s): If a program is being recommended for discontinuance then the following *Discontinuance Analysis* needs to be completed and documented appropriately.

- Financial Analysis (The cost of the program needs to be justified)

- Student Enrollment (Threshold for review)

- History of Program (Demand for a weak program to run/cyclical program)

- Future Demand (Job forecasting/in demand jobs)

- Will it ever meet the original justification or is that justification obsolete?

The revised APR committee either recommends a program to be kept or to be discontinued based on the *Discontinuance Analysis*. If the program is recommended to be kept then it will need continuance assessment/improvement as with any existing program. If it is recommended for discontinuance then the *Discontinuance Analysis* is sent to the Center Dean for their recommendation. The Dean then forwards their recommendation along with the *Discontinuance Analysis* to the VPLAA for a final decision. If the program is kept then it returns for continuance assessment/improvement. If it is recommended for discontinuance then it is terminated as per SUNY procedure.

Appendix A

Program Development
(Coordinator of Program Development)

Assessing Need for New Program

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IDEA

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Needs Assessment Analysis Form
(NAAF)

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Dean Approval

↓

VPLAA

- **YES**
  - **1 Page Letter of Support (VPLAA)**
  - **Approve Program Development Liaison (Faculty Member)** — **Curriculum Development Training**
  - **CWCC Program Proposal**
  - **VPLAA**
  - **Board of Trustees**
  - **SUNY System Admin**
  - **New York State Education Department**

- **NO**
  - **END Process**

Continuous Assessment/Improvement of Existing Program

- **APR (5 year Cycle)**
- **Program Data (Yearly)**

Revised APR Committee uses Program Indicator Data to Recommend the Following:

- **Continuance**
- **Modification**
- **Discontinuance Review**
  - **Discontinuance Analysis done by revised APR committee**
    - **Committee Recommends Program Discontinuance**
      - **Center Review/Recommendation**
      - **Center Dean Recommendation**
      - **VPLAA**
        - **Discontinue as per SUNY Process**
        - **Keep Program**
    - **Keep Program**

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Appendix B

The college mission, vision, strategic priorities, and initiatives are referred to in this document. They are as follows:

College Mission Statement: Mohawk Valley Community College promotes student success and community involvement through a commitment to excellence and a spirit of service.

College Vision Statement: To transform lives by creating an innovative learning environment that meets the needs of our rapidly changing communities.

College Statement of Purpose: As a diverse institution with a global view, Mohawk Valley Community College provides opportunities for affordable education, with support from Oneida County and the State of New York, and offers career, transfer and transitional education, programs for personal and cultural enrichment, and supports community and economic development.

College Strategic Priorities/Directions:

Priority #1: *Student Success*
- Enhance the overall student intake system and strengthen the overall student support system.
- Review and refine systems to increase support for under-prepared students.

Priority #2: *Academic Excellence*
- Develop a culture common to students, faculty and staff that values learning
- Strengthen academic programs
- Diversify learning opportunities for students

Priority #3: *Creative Partnerships*
- Increase educational partnerships
- Expand workforce development efforts

Priority #4: *Vibrant Culture*
- Strengthen faculty and staff communication
- Enhance the overall working environment for faculty and staff

Priority #5: *Leveraged Resources*
- Expand resources that support learning
- Create a more learner-centered physical environment

Appendix C

UNDERGRADUATE PROGRAM PROPOSAL FORM

Use this application for any new program that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. *If the program would lead to certification as a classroom teacher*, use the "Application Form for Registration of a Teacher Education Program" *in addition to* this document. **Some new programs may also require master plan amendment (see Appendices G, K, and L).**

1. Basic Information

A. Name of Institution: _____

Specify campus or other location where program will be offered, if other than the main campus:

_____

B. President or Chief Academic Officer: _____
<div align="center">NAME AND TITLE</div>

Signature:_____   Date:

_____

C. Contact person, if different: _____
<div align="center">NAME AND TITLE</div>

Telephone: _____   Fax:

_____

E-mail: _____

D. Proposed program title: _____
E. Proposed degree or other award: _____
F. Proposed HEGIS Code: _____
G. If the program would be offered jointly with another institution, name the institution/branch below:

_____

If the other institution is degree- granting, attach a contract or letter of agreement signed by that institution's President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 (http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm).

H.   If the program would lead to New York State teacher certification:

   List the intended certificate title(s):

   (e.g., "Childhood Education," "Technology Education")

   List the intended certificate type(s):

   (e.g., "Initial," "Professional")

I.   If the program leads to New York State professional licensure, please specify the licensure area.
   _____

J.   If specialized accreditation will be sought:

   Name   the   accrediting   group:
   _____

   Indicate   the   expected   accreditation   date:
   _____

K.   Will the program be offered off campus? (Y\N) _____
L.   If this program will be offered in a format other than the traditional classroom model, specify the format.   State   any   other   Special   Characteristics
   _____

M.   Explain any atypical schedule that may affect program financial aid eligibility.
N.   Institutional Approval

   1.   Community   college: Date   of   approval   by   the   local   board   of   trustees.
   _____

   2. State-operated campus: Date of approval by campus governance body.
   _____

2. Program Summary

Provide information solicited A-E below. For each item use as much space as necessary to provide an appropriate answer (the cells will expand as necessary with the inserted text). Draft catalog copy, if available, may be a helpful way of providing much if not all of the solicited information, particularly with regard to items D & E. Please indicate if any of the solicited information is being provided in a separate attachment.

A. Mission.

    1. Summarize the proposed program's educational and career objectives and its relationship to the mission of the institution.

    2. If this is a new area of instruction and the basis for this was not discussed in the campus' Mission Review Memorandum of Understanding, discuss the reasons why the proposal is now considered central to the institution's ongoing development.

B. Institutional Context.

    1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

    2. Indicate whether this program replaces any existing program(s).

    3. Indicate whether it is entirely or primarily a restructuring of existing courses and resources.

C. Learning Outcomes & Assessment.

    1. Outline the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program.

    2. What is the date of the initial periodic assessment of program and the length of the assessment cycle (years).

D. Admission Requirements.

    1. What are the admission requirements for students in this program, including any special or optional admission requirements?

2. Describe how these requirements are intended to assure that students are prepared to complete the program.

E. Curriculum Outline.

1. Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements

3. External Review

Baccalaureate proposals and some others must include two external reviews of the proposed program conducted by recognized experts following the form in Appendix D (unless special arrangements are made for a waiver with the Program Review and Planning Group). List the names of the two reviewers and attach their review(s) along with the campus response to the review(s) or, if a waiver was approved, check the box and indicate the date the waiver was granted.

Reviewer   #1
_____

Reviewer   #2
_____

Check (type an 'x' between the brackets) if a waiver has been approved: []

Date of waiver: _____

4. Enrollment

What is the projected enrollment when the program begins? _____
What is the projected enrollment after five years?_____

How were these projections determined?_____

_____

What planning has been made for the possibility that anticipated enrollment estimates are not achievable?

5. Impact of the New Program on the Service Area and Consultation with Other SUNY Institutions

A. Need: Justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

B. Employment: For programs designed to prepare graduates for immediate employment, document the potential employers of graduates. Specify employers who have requested establishment of the program and describe their specific employment needs.

Employer	Projected positions	
	In initial year	In fifth year

C. Similar Colleges: Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Recent enrollment data for SUNY institutions is available from the Academic Programs Information System at http://www.sysadm.suny.edu/APIS/main.cfm.edu/APIS/main.cfm. Information for non-SUNY institutions is available from SED's *Inventory of Registered Programs* at

http://www.nysed.gov/heds/IRPSL1.html.

Institution	Program Title	Degree	Enrollment

D. Collaboration: Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation. (Please do not attach copies of letters from sister institutions responding to the Program Announcement.)

E. Objections: Explain the reasons for any objections from SUNY campuses as well as the resolution of discussions regarding perceived competition between campuses.

F. Transfer: The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. For programs designed to facilitate transfer, supply information solicited in the appropriate table below and, in the case of A.A./A.S. programs, in Appendix G (see below).

Associate Degrees: Programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. **These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.**

Institution	Baccalaureate program title	Degree

Baccalaureate Degrees: Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

Institution	Associate program title	Degree

6. Curriculum Tables (See Program Proposal Directions for guidance—Handbook Section II. 6)

LOWER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
	Total Credits										Total Credits								

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
	Total Credits										Total Credits								

UPPER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
	Total Credits										Total Credits								

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
	Total Credits										Total Credits								

CREDIT SUMMARY

General Education	
Major	
Required Electives	
Electives	
Total	

7. Faculty

List the name and qualifications of each faculty member who will teach required and/or elective courses *in the major*. **Indicate the academic leadership of the program by placing an asterisk next to the name of the director or chair.** For faculty who are not presently in place but who will be hired to teach in the program, indicate TBH (to be hired) in the *Name* column and the qualifications (rank, degree level, discipline, and, if appropriate, professional/occupational experience). Abbreviations: *Rank:* Professor = PROF, Associate Professor = ASSOC, Assistant Professor = ASSIST, Lecturer = LECT, Instructor = INST; In the left column of *Status:* Full-time = FT, Part-time (salaried appointment) = PT, Adjunct = ADJ, Other = OTH. In the right column of status state the percentage (as a fraction) of the faculty member's workload that will take place as teaching, supervision, or advising in this program: 1.0, 0.5, etc. For any unusual case—or if this format does not shed light on the situation—attach an explanation.

Faculty					Education			Experience
Name	Rank	Status		Department	Highest Degree	Institution	Discipline	Professional/Occupational
		FT/PT	%					

8. Resources

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	*Reallocation*			
	New funds			
Library	*Reallocation*			
	New funds			
Equipment	*Reallocation*			
	New funds			
Laboratories	*Reallocation*			
	New funds			
Supplies & Expenses (OTPS)	*Reallocation*			
	New funds			
Capital Expenditures	*Reallocation*			
	New funds			
Other	*Reallocation*			
	New funds			
Grand Total				

Please provide further information about the library holdings that will serve this new program, *including the campus's implementation of SUNYConnect, the SUNY-wide electronic library initiative*. What is the extent of the current holdings in the discipline area? What are the plans, including timetable, for the acquisition of additional holdings? Please comment on access to these materials.

Appendix D

Proposed Program Indicator Data

Program	SCH/FTE Ratio	Enrollment 5-yr Trend	Graduates	Cost Level	Cost Trend	Student Learning	Avg. Class Size Trend	Total
	Below/Above Standard	> 15% 0 - 14% < 0%	Above Standard Below Standard	Profit Below Even Loss	Less Expense More Expense	Extensive Adequate Minimal	Increasing Decreasing N/A=Restricted Admission	

<u>Appendix E</u>

Characteristics of

EXCELLENCE

in Higher Education

Requirements of Affiliation and Standards for Accreditation

Online Version - Revised March 2009 (pages xii and xiii)

Middle States Commission on Higher Education

Standard 10

Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Context

Teaching and learning are central to the activities of faculty members at each institution, and faculty bear primary responsibility for promoting, facilitating, assuring, and evaluating student learning. The faculty and other qualified professionals are responsible for devising and developing an institution's academic, professional, research, and service programs within the framework of its educational mission and goals. They are committed to all aspects of students' success.

Within some institutions, functions previously assumed to be a part of traditional faculty roles are now the responsibility of other qualified professionals. A professional is qualified by virtue of education, training, experience or appropriate skills. Designated professional qualifications should be consistent with the expected academic outcome, reflecting both appropriate standards of quality and the institutional mission. Whenever used in these standards, the term "faculty" shall be broadly construed to encompass qualified professionals such as third parties contracted by the institution, part-time or adjunct faculty, and those assigned responsibilities in academic development and delivery. Such professionals may include, as well, those responsible for the institution's academic information resources.

There should be an adequate core of faculty and other qualified professionals that is responsible to the institution, supports the programs offered, and assures the continuity and coherence of the institution's programs. Faculty selection processes should give appropriate consideration to the value of faculty diversity, consistent with institutional mission. Faculty participation in institutional planning, curriculum review, and other governance roles can be an appropriate recognition of their professional competence and commitment, where consistent with institutional governance structures. Such participation should complement the faculty's primary responsibilities for teaching, research, and scholarship. Articulated and equitable procedures and criteria for periodic evaluation of all faculty contribute significantly to sustaining an appropriate level of growth and excellence. Such procedures and criteria for periodic evaluation support those who, regardless of their professional titles, are responsible for the development and delivery of programs and services. Encouragement for faculty research, as well as for professional advancement and development, are characteristics of enlightened institutional policies.

For institutions relying on part-time, adjunct, temporary, or other faculty on time-limited contracts, employment policies and practices should be as carefully developed and communicated as those for full-time faculty. The greater the dependence on such employees, the greater is the institutional responsibility to provide orientation, oversight, evaluation, professional development, and opportunities for integration into the life of the institution.

The existence of collective bargaining agreements is an institutional matter or, as in the case of some public institutions, a matter of public policy. Although the Middle States Commission on Higher Education takes no position with respect to a decision to bargain collectively, all affected constituents should be attentive to the impact of bargaining on students and their needs, on professional

relationships and responsibilities, and on educational effectiveness.

Fundamental Elements of Faculty

An accredited institution is expected to possess or demonstrate the following attributes or activities:

➢ faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately;

➢ educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified;

➢ faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth;

➢ appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service;

➢ recognition of appropriate linkages among scholarship, teaching, student learning, research, and service;

➢ published and implemented standards and procedures for all faculty and

other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons;

➢ carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution;

➢ criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty;

➢ adherence to principles of academic freedom, within the context of institutional mission; and

➢ assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

➢ evidence of faculty productivity in the scholarship of teaching as well as in discipline-specific research and scholarship and in the creation of knowledge, consistent with the institution's mission;

➢ analysis of the relationship between faculty characteristics and performance and student learning outcomes;

➢ review of results of implemented appointment, promotion, and tenure standards and procedures;

➢ evidence of dissemination of evaluation procedures and criteria;

➢ analysis of reports from faculty peer evaluations of teaching, scholarship and service;

➢ analysis of institutional practices for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty on time-limited contracts;

➢ analysis of the training, role, and effectiveness of graduate students who provide undergraduate instruction;

➢ analysis of teaching effectiveness evaluations, including identification of good practices; or

➢ assessments of faculty attitudes and satisfaction, faculty development programs and of policies and procedures that ensure that qualified professionals advance the institution's instructional, research, and service program goals, with recommendations for improvement, as appropriate.