

STANDARDS FOR ACCREDITATION AND QUALITY ASSURANCE

2.1 Standards for Institutions and Standards for Programs

The standards to be applied in judgments about accreditation are based on what are generally considered good practice in post secondary institutions. These “good practices” must be explained so that institutions can refer to them in their internal quality processes and external reviewers can use them as criteria in their evaluations. The practices are summarized in eleven broad statements of standards and described in two documents, *Standards for Quality Assurance and Accreditation in Higher Education Institutions*, and *Standards for Quality Assurance and Accreditation of Higher Education Programs*. The standards are also used in two companion documents prepared to help institutions and those responsible for the delivery of programs to evaluate their performance in relation to the standards, *Self Evaluation Scales for Higher Education Institutions*, and *Self Evaluation Scales for Higher Education Programs*.

The eleven broad standards apply to both institutions and programs though there are differences in how they are applied for these different kinds of evaluation. The standards are presented in five groups:

- A. Institutional Context
 - 1. Mission and Objectives
 - 2. Governance and Administration
 - 3. Management of Quality Assurance and Improvement
- B. Quality of Learning and Teaching
 - 4. Learning and Teaching
- C. Support for Student Learning
 - 5. Student Administration and Support Services
 - 6. Learning Resources
- D. Supporting Infrastructure
 - 7. Facilities and Equipment
 - 8. Financial Planning and Management
 - 9. Employment Processes
- E. Community Contributions
 - 10. Research
 - 11. Institutional Relationships With the Community

In evaluations for institutional accreditation, performance in relation to all of these areas is considered for the institution as a whole including an overview of programs across the institution. For a program evaluation each standard is considered from the perspective of the particular program under review.

Some activities of an institution affect individual programs in only a very indirect way, for example the quality of processes followed by a university council. These are not included in a program evaluation. However some activities administered centrally in an institution do have a major impact on programs, for example the appointment of staff or the effectiveness of a central library. These are considered in a program evaluation as they affect the particular program being evaluated, even though they are not controlled by the program’s managers.

The standards are applicable to all institutions, large and small, public and private. However the way tasks are carried out will vary widely, reflecting the size, complexity and resources available to an institution, the environment in which it is operating, and the priorities established in its mission.

The Commission has not established weightings for the different areas of activity in making evaluations since the relative importance can vary for different kinds of institutions and the circumstances in which they operate. For example, a university with a major commitment to research would be expected to give significant emphasis to research and strategies to develop research capacity. However a college with undergraduate programs would be expected to have limited involvement in research, or perhaps none at all, though its teaching staff would be expected to keep up to date with developments in their field.

Despite these variations it is expected that the standard for learning and teaching, with particular emphasis on learning outcomes, will always be regarded as of primary importance.

Programs must lead to standards of student achievement that are consistent with the requirements of the *National Qualifications Framework*, a document that describes in general terms the increasing levels of knowledge and skill required for higher qualifications.

The main elements in the framework are:

- **Levels** Levels numbered and linked to qualification titles to describe the increasing intellectual demand and complexity of learning expected as students progress to higher academic awards.
- **Credits** Points allocated to describe the amount of work or volume of learning expected for an academic award or units or other components of a program.
- **Domains of Learning** The broad categories of types of learning outcomes that a program is intended to develop.

The qualification titles and levels are consistent with current practice in the Kingdom ranging from a diploma/associate degree after a minimum of 60 credit hours (two years of post secondary study) to a doctorate. Normal full time load for a student is 15 credit hours in one semester but up to 18 may be acceptable.

The domains of learning describe broad categories of learning outcomes in four broad areas with a fifth, psychomotor skills, added in particular fields of study where this kind of learning is important. The domains are:

- **knowledge**, the ability to recall, understand, and present information, including:
 - knowledge of specific facts,
 - knowledge of concepts, principles and theories, and
 - knowledge of procedures.
- **cognitive skills**, the ability to:
 - apply conceptual understanding of concepts, principles, theories and
 - apply procedures involved in critical thinking and creative problem solving, both when asked to do so, and when faced with unanticipated new situations.
- **interpersonal skills and responsibility**, including the ability to:
 - take responsibility for their own learning and continuing personal and professional development,
 - work effectively in groups and exercise leadership when appropriate,
 - act responsibly in personal and professional relationships,
 - act ethically and consistently with high moral standards in personal and public forums.
- **communication, information technology and numerical skills**, including the ability to:
 - communicate effectively in oral and written form,
 - use information and communications technology, and
 - use basic mathematical and statistical techniques.

Psychomotor skills involving manual dexterity that are extremely important in some fields of study. For example very high levels of psychomotor skills are required for a surgeon, an artist, or a musician.

The National Qualifications Framework includes broad general descriptions of the level of mastery expected in each of these domains for each qualifications level.

The standard for learning and teaching also requires that students learn the knowledge and skills expected in academic disciplines or required for professional practice in fields for which they are being prepared. To meet this requirement institutions should consider in their planning the requirements of any relevant professional body or specialist accreditor in the field, as well as any special requirements relating to circumstances in Saudi Arabia.

Judgments about quality should involve comparisons with past performance (to assess improvement) or with other institutions to make judgments about quality and relative levels of performance. The objective of the system in Saudi Arabia is that quality will be at least equivalent to that found in good quality international institutions. This will require international comparisons on at least some important matters. However points of comparison to establish benchmarks of performance must be appropriate for the institution concerned and its mission and circumstances and decisions should be made

Part 2 of this handbook includes details of what should be included in a number of planning documents and reports. In attachments to that handbook templates have been provided to assist those responsible for the preparation of these documents. These templates are designed to provide descriptions of plans and reports on activities, with summaries of evidence about performance in relation to the standards.

In the vocational and technical training strand of the *National Qualifications Framework*, six domains of learning have been identified. These differ to some extent from the domains in higher education, reflecting the different orientation of programs in that sector including the key requirement to develop a number of specific skills required for employment. As for higher education, achieving the required standards of learning in these domains is extremely important and this will require use of teaching strategies appropriate for the type of learning involved. Considerations for program accreditation will include careful consideration of the teaching strategies used to achieve those outcomes, the ways that learning is assessed, processes for verifying the quality of learning outcomes and the extent to which employment requirements are met.

The ultimate objective is that what is learned will be used effectively after graduation. This cannot be properly determined through student assessments while students are still enrolled. However the evaluation of programs is expected to include at least some evidence that what is learned is applied appropriately in personal and professional lives after graduation, and this will call for evidence based on surveys or other mechanisms to assess whether the required long term learning outcomes have been achieved.

2.2 Using Evidence for Evaluations of Quality

Judgments about quality should be based on evidence rather than relying on reputations or general impressions. Evidence can be anything that informs a decision, and in a court of law for example, a very wide range of evidence might be brought before the court. In developing a system of quality assurance it is possible to plan in advance for the kind of evidence that will be provided.

While a variety of forms of evidence can be used it is necessary to decide on at least some specific performance indicators to be used. For example, a form of evidence about the quality of teaching might be the opinions of students. A performance indicator based on student opinions would need to be quantified in some standard form such as the average rating of quality of teaching on a standard scale by students in a class. Other indicators might be the completion and passing rates of students in courses (after independent verification of the standards required), or ratings of the value of a course or program in a survey of graduates.

Performance indicators will also be used by external reviewers in an external review. However when making judgments about quality other information may come to notice, and this should also be taken into account. Part of the role of an external reviewer is to verify the conclusions made by an institution and this often involves consideration of evidence that goes beyond the performance indicators that have been selected by the institution.

In addition to the indicators that an institution selects for its own evaluations and reports, and that should reflect its own mission, priorities and organizational arrangements, the Commission will from time to time identify a limited number of key performance indicators (KPIs) that should be used in all institutions or in particular groups of institutions. Data on those KPIs will be required in the self-study reports considered in external reviews.

2.3 Summary of Standards, Forms of Evidence and Possible Indicators

A summary of the eleven general standards, some comments on kinds of evidence that could be considered, and possible performance indicators based on this evidence is provided below. The comments on evidence and indicators presented here are intended to be illustrative. Part of the quality planning for an institution or a program is to identify evidence and indicators that will be used for that institution or program for quality assurance purposes.

It should also be noted that in these examples the standards for an institution offering face to face or on-campus instruction have been used. For an institution offering distance education programs some different forms of evidence and indicators would be required.

A. Institutional Context

Standard 1: Mission and Objectives

Institutional Standard	Program Standard
The mission of the institution must clearly and appropriately define its principal purposes and priorities, and be influential in guiding planning and action within the institution.	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 program's principal purposes and priorities and be influential in guiding planning and action.
Specific requirements for an institution as a whole relating to Standard 1 are specified under the headings of: 1.1 Appropriateness of the Mission 1.2 Usefulness of the Mission Statement; 1.3 Development and Review of the Mission; 1.4 Use Made of the Mission Statement; 1.5 Relationship Between Mission and Goals and Objectives.	Specific requirements for a particular program relating to Standard 1 are specified under the headings of: 1.1 Appropriateness of the Mission 1.2 Usefulness of the Mission Statement 1.3 Development and Review of the Mission 1.4 Use Made of the Mission Statement 1.5 Relationship Between Mission, Goals and Objectives.

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 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

Institutional Standard	Program 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. These activities must occur within a framework of sound policies and regulations that ensure financial and administrative accountability and provide an appropriate balance between coordinated planning and local initiative.	Program administration must reflect an appropriate balance between accountability to senior management and the governing board of the institution, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to feedback and developments in the external environment affecting the program.
Specific requirements for an institution as a whole relating to Standard 2 are specified under the headings of: 2.1 Governing Body; 2.2 Leadership; 2.3 Planning Processes; 2.4 Relationships Between Sections for Male and	Specific requirements for a particular program relating to Standard 2 are specified under the headings of: 2.1 Leadership 2.2 Planning Processes 2.3 Relationship Between Sections for Male and Female Students 2.4 Integrity

Female Students 2.5 Integrity 2.6 Policies and Regulations; 2.7 Organizational Climate; 2.8 Associated Companies and Controlled Entities.	2.5 Policies and Regulations
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Evidence and Performance Indicators

Evidence about the quality of governance and administration can be obtained from terms of reference for the governing body and major committees, samples of documents recommending decisions by these bodies, and evidence of their self-assessment. Evidence about the quality of policy and regulations, risk assessment analyses or oversight of controlled entities can be obtained by examination of relevant documents and discussions with faculty and staff who might be expected to be aware their contents. Organizational climate can be assessed by survey results or discussion with staff and students.

Standard 3: Management of Quality Assurance and Improvement

Institutional Standard	Program Standard
Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external benchmarks.	Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.
Specific requirements for an institution as a whole relating to Standard 3 are specified under the headings of: 3.1 Institutional Commitment to Quality Improvement 3.2 Scope of Quality Assurance Processes 3.3 Administration of Quality Assurance Processes 3.4 Use of Indicators and Benchmarks 3.5 Independent Verification of Standards	Specific requirements for a particular program relating to Standard 3 are specified under the headings of: 3.1 Commitment to Quality Improvement in the Program 3.2 Scope of Quality Assurance Processes 3.3 Administration of Quality Assurance Processes 3.4 Use of Indicators and Benchmarks 3.5 Independent Verification of Standards

Evidence and Performance Indicators

Evidence about the quality of management of quality assurance processes can be obtained by looking at the outcomes of those processes, which include progressive improvement in learning outcomes and aspects of the planning and administration of the institution.

Evidence about the processes followed can be obtained from surveys or discussions with staff or students. Other evidence can be gained from the quality of reports on performance by units within the institution, including whether they are evidence-based and appropriately benchmarked in relation to external standards. Information about the quality of services provided by a quality centre can be obtained from rates of participation in, and reports on the effectiveness of professional development programs aimed at teaching methodology and quality improvement, consistency and appropriateness of quality-related documents and reports throughout the institution and assessments of the value and effectiveness of quality assurance processes by students, staff and senior administrators.

A number of possible indicators could be derived directly from this listing of sources of evidence..

B. Quality of Learning and Teaching

Standard 4: Learning and Teaching

Institutional Standard	Program Standard
The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. The following requirements are applicable to all programs. Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) requirements for employment or professional practice. Standards of learning must be assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff 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 feedback used as a basis for plans for improvement.	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 through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff 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 feedback used as a basis for plans for improvement.
Specific requirements for an institution as a whole relating to Standard 4 are specified under the headings of: 4.1 Institutional Oversight of Quality of Learning and Teaching 4.2 Student Learning Outcomes 4.3 Program Development Processes 4.4 Program Evaluation and Review Processes 4.5 Student Assessment 4.6 Educational Assistance for Students 4.7 Quality of Teaching 4.8 Support for Improvements in Quality of Teaching 4.9 Qualifications and Experience of Teaching Staff 4.10 Field Experience Activities 4.11 Partnership Arrangements with Other Institutions	Specific requirements for a particular program relating to Standard 4 are specified under the headings of: 4.1 Student Learning Outcomes 4.2 Program Development Processes 4.3 Program Evaluation and Review Processes 4.4 Student Assessment 4.5 Educational Assistance for Students 4.6 Quality of Teaching 4.7 Support for Improvements in Quality of Teaching 4.8 Qualifications and Experience of Teaching Staff 4.9 Field Experience Activities 4.10 Partnership Arrangements with Other Institutions

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 the 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

Institutional Standard	Program Standard
Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra curricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.	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.
Specific requirements for an institution as a whole relating to Standard 5 are specified under the headings of: 5.1 Student Admissions 5.2 Student Records 5.3 Student Management 5.4 Planning and Evaluation of Student Services 5.5 Medical and Counselling Services 5.6 Extra Curricular Activities for Students	Specific requirements for a particular program relating to Standard 5 are specified under the headings of: 5.1 Student Admissions 5.2 Student Records 5.3 Student Management

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

Institutional Standard	Program Standard
Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from teaching staff and students.	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 teaching staff in sufficient time for necessary provisions to be made for resources required, and staff 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.
Specific requirements for an institution as a whole relating to Standard 6 are specified under the headings of: 6.1 Planning and Evaluation 6.2 Organization 6.3 Support for Users 6.4 Resources and Facilities	Specific requirements for a particular program relating to Standard 6 are specified under the headings of: 6.1 Planning and Evaluation 6.2 Organization 6.3 Support for Users 6.4 Resources and Facilities

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

Institutional Standard	Program Standard
Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students. Appropriate provision must be made for associated services such as food services, extra curricular activities, and where relevant, student accommodation.	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 teaching and other staff, and students.
Specific requirements for an institution as a whole relating to Standard 7 are specified under the headings of: 7.1 Policy and Planning 7.2 Quality of and Adequacy of Facilities 7.3 Management and Administration 7.4 Information Technology 7.5 Student Residences	Specific requirements for a particular program relating to Standard 7 are specified under the headings of: 7.1 Policy and Planning 7.2 Quality of and Adequacy of Facilities 7.3 Management and Administration 7.4 Information Technology

Evidence and Performance Indicators

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

Condition assessments and maintenance schedules should 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, and comparisons of provision in relation to other institutions.

Standard 8: Financial Planning and Management

Institutional Standard	Program Standard
Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term	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

planning over at least a three year period. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.	processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.
Specific requirements for an institution as a whole relating to Standard 8 are specified under the headings of: 8.1 Financial Planning and Budgeting 8.2 Financial Management 8.3 Auditing and Risk Management	Specific requirements for a particular program relating to Standard 8 are specified under the headings of: 8.1 Financial Planning and Budgeting 8.2 Financial Management

Evidence

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

Standard 9: Employment Processes

Institutional Standard	Program Standard
Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff should be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff.	Teaching staff must have the knowledge and experience needed for their particular teaching responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.
Specific requirements for an institution as a whole relating to Standard 9 are specified under the headings of: 9.1 Policy and Administration 9.2 Recruitment 9.3 Personal and Career Development 9.4 Discipline, Complaints and Dispute Resolution	Specific requirements for a particular program relating to Standard 9 are specified under the headings of: 9.1 Recruitment 9.2 Personal and Career Development

Evidence and Performance Indicators

Evidence about quality of faculty and staff employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments

of quality of teaching, and faculty and staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on faculty turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

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

E. Community Contributions

Standard 10: Research

Institutional Standard	Program Standard
All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of faculty and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria. The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.	All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of faculty and post graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.
Specific requirements for an institution as a whole relating to Standard 10 are specified under the headings of: 10.1 Institutional Research Policies 10.2 Teaching staff and Student Involvement in Research 10.3 Commercialization of Research 10.4 Research Facilities and Equipment.	Specific requirements for a particular program relating to Standard 10 are specified under the headings of: 10.1 Teaching Staff and Student Involvement in Research 10.2 Research Facilities and Equipment

Evidence and Performance Indicators

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

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

Standard 11: Relationships with the Community

Institutional Standard	Program Standard
Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments, teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.	Significant and appropriate contributions should be made to the community within which the institution is established drawing on the knowledge and experience of staff 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 staff contributions appropriately recognized within the institution.
Specific requirements for an institution as a whole relating to Standard 4 are specified under the headings of: 11.1 Institutional Policies on Community Relationships 11.2 Interactions With the Community 11.3 Institutional Reputation	Specific requirements for a program undergoing a review relating to Standard 4 are specified under the headings of: 11.1 Policies on Community Relationships 11.2 Interactions With the Community

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 are important in deciding what aspects of performance should be closely monitored.