STANDARDS COVERAGE INDEX

Standard 1. Mission, Goals, and Objectives

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard One

http://www.provost.umd.edu/campus_review_2007/Standard_1.htm

An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

**Fundamental Elements of Planning, Resource Allocation, and Institutional Renewal**

Relative to this standard, an accredited institution is characterized by:

1. clearly stated goals and objectives, both institution-wide and for individual operational units, used for planning and resource allocation at the institutional and unit levels;

   ** See Topic A narrative, especially Sections I.B, II.A, and II.B, and Appendices 1 through 8. See also the documentary response to Standard One.

2. planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results;

   ** See Topic A narrative, especially Sections II and III.

3. objectives for improvement that are clearly stated, reflect conclusions drawn from assessment results, and are linked to mission and goal achievement, both institution-wide and for individual units;

   ** See Topic A narrative, in its entirety.

4. well defined decision-making processes and authority that facilitates planning and renewal;

   ** See Topic A narrative, in its entirety.

5. the assignment of responsibility for improvements and assurance of accountability;

   ** See Topic A narrative, in its entirety.

6. a record of institutional and unit improvement efforts; and

   ** See Topic A narrative in its entirety, especially Sections II.A and II.B and Appendices 1 through 8. See also the documentary response to Standard One.

7. periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes.

   ** See Topic A narrative, especially Sections II.A, III.G, and III.H.
Standard 3. Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Fundamental Elements of Institutional Resources

Relative to this standard, an accredited institution is characterized by:

1. strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals;

   ** See Topic A narrative, especially Section III.

2. rational and consistent policies and procedures in place to determine allocation of assets;

   ** See Topic A narrative, especially Section III.

3. an allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations;

   ** See Topic A narrative, especially Section III. It is a rare unit that will agree that its personnel resources are adequate, and institutional resources certainly could be augmented to good effect. Nevertheless, the institution has been successful in supporting its mission and achieving desired outcomes.

4. a budget process aligned with the institution's mission, goals, and strategic plan that provides for an annual budget and multi-year budget projections for at least three-years, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate;

   ** See Topic A narrative, especially Section III. Institutional budget processes conform to the requirements of the State budgeting system and effective planning is constrained by political and economic forces that are beyond the University’s control.

5. a comprehensive facilities or infrastructure master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation;

   ** The Facilities Master Plan is in Appendix 3a of the Topic A narrative. Environmental Stewardship Guidelines that were developed from it are in Appendix 3b.
6. recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and libraries, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance;

** The institution fully recognizes that libraries and other learning resources are fundamental and need to be adequately supported and staffed. Support for learning resources is not specifically part of the Facilities Master Plan but is included in the processes described in Section III of the Topic A narrative. For information technology support see also Section 4G of the Topic A narrative and Appendices 32-35. For library support see Section IX.D of the Topic B narrative.

7. an educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation;

** See the discussion of the Teaching Facilities Committee in Section III.B and the materials in Appendices 35b and c of the Topic A narrative. The Technology Council, described in part in Appendix 35a, works with the Office of Information Technology to assure that current technologies are deployed as appropriate. See also Section IV.G.

8. adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets;

** See Topic A narrative, especially Section III.

9. an annual independent audit (institutional or system-wide), confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter; and

** See Topic A narrative, especially Section IV.F. There are numerous audits of aspects of the institution, performed both by the University system and by offices of the State government.

10. periodic assessment of the effective and efficient use of institutional resources.

** See Topic A narrative, especially Section IV.B.
Standard 4. Leadership and Governance

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Four


Standard 5. Administration

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Five

http://www.provost.umd.edu/campus_review_2007/Standard_5.htm

Standard 6. Integrity

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Six

Standard 7. Institutional Assessment

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Fundamental Elements of Institutional Assessment (as modified)

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

1. documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:

   1a. a foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals and 2: Planning, Resource Allocation, and Institutional Renewal);

   ** See Topic A narrative in its entirety. See particularly the Introduction and Sections I.B, II, III.F, and IV. See also the documentary response to Standard One. For academic assessments see the Topic B narrative, especially Sections VII, IX, XI, and XIV.

   1b. systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:

      i. maximize the use of existing data and information;

      ii. clearly and purposefully relate to the goals they are assessing;

      iii. are of sufficient quality that results can be used with confidence to inform decisions;

   ** See Sections II.A and IV of the Topic A narrative. See in particular the Institutional Assessment and Data Analysis discussion in Section IV.C. See also the Theme B narrative, especially Sections IX and XIV.

   1c. support and collaboration of faculty and administration;

   ** See Section III of the Topic A narrative. In particular, see Sections III.F and III.G. See also the Theme B narrative, especially Sections VII and XIV.

   1d. clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources;
1e. sufficient simplicity, practicality, detail, and ownership to be sustainable;
1f. periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process;

** See the Topics A and B narratives, in their entirety.

2. evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g., service, outreach, research); and

** See the Topics A and B narratives, in their entirety.

3. written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.

** See the Topic A narrative, Section IB and Appendices 1 for a discussion of the current Strategic Plan and the process being put into place for the creation of a successor Plan. See the documentation response to Standard One for a more thorough discussion of the current Strategic Plan.

_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._
Standard 8.  

**Student Admissions**

Covered Entirely Through Documentation  
See Roadmap to Documentation for Standard Eight


Standard 9.  

**Student Support Services**

Covered Entirely Through Documentation  
See Roadmap to Documentation for Standard Nine

Standard 10. Faculty

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

Relative to this standard, an accredited institution is characterized by:

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

* See Topic B narrative, Section V.B and appendices B-5, B-17. The qualifications of our faculty as scholars is evidenced by their greatly increased scholarly activity (Section V.A1) and the awards and recognition that they continue to receive (Section V.A2). The size and roles of the faculty are also considered in Section V.C.

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

Covered through documentation.
See Roadmap to Documentation for Standard Ten.

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

* See Topic B narrative, Section V.B.

4. demonstrated institutional support for the advancement and development of faculty;

* See Topic B narrative, Section V., and especially Section V.C. Some of the outcomes of these efforts, in relationship to strategic planning, are described in Topic A, Section II.B (and especially initiatives 2 and 4).

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

* See Topic B narrative, Sections V.A, VI, and X.B. This is also integral to the many parts of the general Topic B narrative in discussions of faculty roles in education. Linkages to research are also discussed, for example, in Appendices B-61 and B-63.
The following Essential Elements are covered through documentation. See Roadmap to Documentation for Standard Ten.


6. 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;

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

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

9. adherence to principles of academic freedom, within the context of institutional mission.