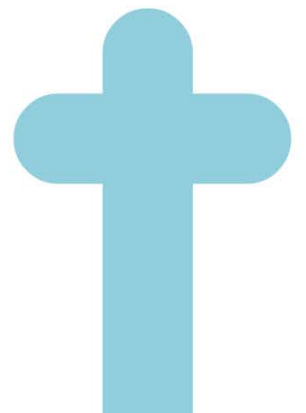


Self-Study Guidelines



Transnational Association of Christian Colleges and Schools



Self-Study Guidelines

Transnational Association of Christian Colleges and Schools (TRACS) is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and International Network for Quality Assurance Agencies in Higher Education (INQAAHE) as a national accrediting agency for Christian postsecondary institutions that offer certificates, diplomas, associate, baccalaureate, and graduate degrees, including distance learning.

TABLE OF CONTENTS

Introduction	iii
General Outline of the Steps in the Accreditation Process	1
Development of the Self-Study Proposal	1
Organization of Self-Study Team.....	3
Self-Study Participants, Job Descriptions and Accountability	4
Self-Study Timeline & Budget.....	7
Institutional Self-Assessment Data	8
Self-Study Report Format	9
Materials to Submit with the Self-Study Report	12
Approval of the <i>Self-Study Report</i> by President and Board	13
TRACS Review of the <i>Self-Study Report</i>	13
TRACS Accreditation Team Visit.....	13
Candidate Status, Accredited Status, or Reaffirmation.....	13
Appendices	
Appendix A: Example – Self-Study Budget.....	15
Appendix B: Instructional Staff Listing (ISL).....	17

INTRODUCTION

Accreditation, through the Transnational Association of Christian Colleges and Schools (TRACS), involves an on-going process designed to stimulate continuous self-assessment that helps an institution to analyze its functions, appraise its performances in accomplishing objectives, review its planning procedures, and discover means by which there can be institutional improvement.

Accreditation is simply a judgment that an institution is providing the quality of education that society and an institution's peers have a right to expect. This is accomplished by comparing the performance of the institution against its mission and a set of Standards.

What is Self-Study?

The Self-Study is a process whereby an institution evaluates and describes its current state and subsequently improves the quality of its efforts in all areas. Self-assessment involves the identification of the institution's strengths and deficiencies and the delineation of the steps necessary to correct those deficiencies. The Self-Study requires a commitment on the part of the institution to change rather than simply maintain the status quo.

Through the self-study process, an institution conducts a systematic and thorough examination of all its components in light of its stated mission and against an established set of TRACS Standards. Such an evaluation allows an institution to determine the success it is having in accomplishing its self-established goals and objectives through careful evaluation of input obtained from all internal and external constituents of the institution.

Self-Study as a process should be ongoing. Active and continuous involvement in Self-Study reflects a commitment to the concept of providing students with a quality educational experience.

How is Self-Study Accomplished?

There is no single way to complete an institutional self-study. It may take from 6 to 18 months to complete the initial phase of assessment. At the end of that period, a working document will have been developed that facilitates further review. This document should be an accurate statement of the status of the institution at that point in time.

In order to complete the various tasks involved in the complex effort of conducting an institutional self-study, many larger institutions establish an overall steering committee and smaller subcommittees for each major area of investigation. Smaller institutions may have a "committee of the whole" and assign a project director to be responsible for the self-study process.

Regardless of how the study is coordinated, if it is to be successful, it must be systematic. For this reason a *Self-Study Proposal* should be developed before initiation of the study process. If properly developed, the *Self-Study Proposal* guarantees that the self-study will be comprehensive.

The *Self-Study Proposal* should identify the various components to be assessed, indicate how data will be collected and measured, detail the review process, determine the decision making process, delineate areas of responsibility for each task, and layout the general timelines for the review.

A well-planned and successful self-study must involve collection of data from individuals representing all internal and external constituent groups (administration, instructional staff, support staff, student body, and governing body-as well as graduates, employers, and other appropriate constituencies).

Self-study goes beyond mere data collection. A comprehensive self-evaluation further requires an institution to evaluate the processes it uses to alleviate any institutional deficiencies which come to light. Examination of problem solving processes is critical to institutional improvement.

What is the Relationship between Accreditation and the Self-Study?

The accreditation process serves to assure the public that the programs and services of each institution are at the high professional quality which is expected in American higher education. One of the most effective means by which this can be met is through the establishment of high standards and the assessment of institutions against those standards. This assessment is both internal to the institution (the self-study) and external (the involvement of a peer review process).

Thus, the self-study is a self-generated evaluation of the institution by the institution, whereas the accreditation process involves external peer review through the evaluation team visit and Accreditation Commission review.

General Outline of Steps in the Accreditation Process

1. The *Self-Study Proposal*
2. TRACS Staff Visit
3. Organization of Self-Study Team
4. Identification of Timeline and Budget
5. Assignment of Administrative Tasks
6. Institutional Self-Assessment
7. Preparation of a Draft of the *Self-Study Report*
8. Review and Finalization of the *Self-Study Report*
9. Approval of *Self-Study Report* by the Institution's President and Board
10. Submission of final *Self-Study Report* to the TRACS office for review and approval
11. Submission of approved *Self-Study Report* to Evaluation Team members
12. Peer Evaluation Team Visit
13. Accreditation Commission consideration for Candidate, Accredited or Reaffirmation Status

NOTE: Detailed steps for the process are given in the TRACS publication *Steps Toward Accreditation* which is available on the TRACS website at www.tracs.org under *Publications and Forms*.

The Self-Study Proposal

A *Self-Study Proposal* is completed and submitted to the TRACS office for review and approval *prior to* initiating the formal self-study process. The appropriate Change of Status Review Fee (see Fee Schedule) is required to be submitted along with the *Self-Study Proposal*.

The *Self-Study Proposal* format is as follows:

- Introduction and brief history of the institution
- Purpose of the Self-Study (for Candidate Status, Accredited Status, or Reaffirmation)
- Goals of the Self-Study
- Proposed Self-Study Timeline or Schedule
- Organization for the Self-Study
 - Membership, role and scope of the Steering Committee
 - Membership, role and scope of the sub-committees
 - Role and scope of the chairs of the sub-committee
- Materials and Resources
- Budget for the Self-Study
- Response To Any/All Previous Recommendations/Suggestions Not Completed (Applicable to Candidate and Accredited institutions only)
- Response to Any/All Adverse Actions from Other Accrediting Agencies or Governmental Agencies (If applicable)
- Copy of the Institution's Assessment Plan and Long-Range Plan (including five-Year financial projections) as currently implemented

TRACS Staff Visit

During the visit, TRACS Staff and the Institution will review and finalize the timetable for the remainder of the Self-Study process including the submission of the final Self-Study document to the TRACS office, the submission of the required deposit for the Evaluation Team Visit, the dates for the Evaluation Team Visit, and the time of the Institution's appearance before the Accrediting Commission.

The following documents should be made available for Staff review during this visit:

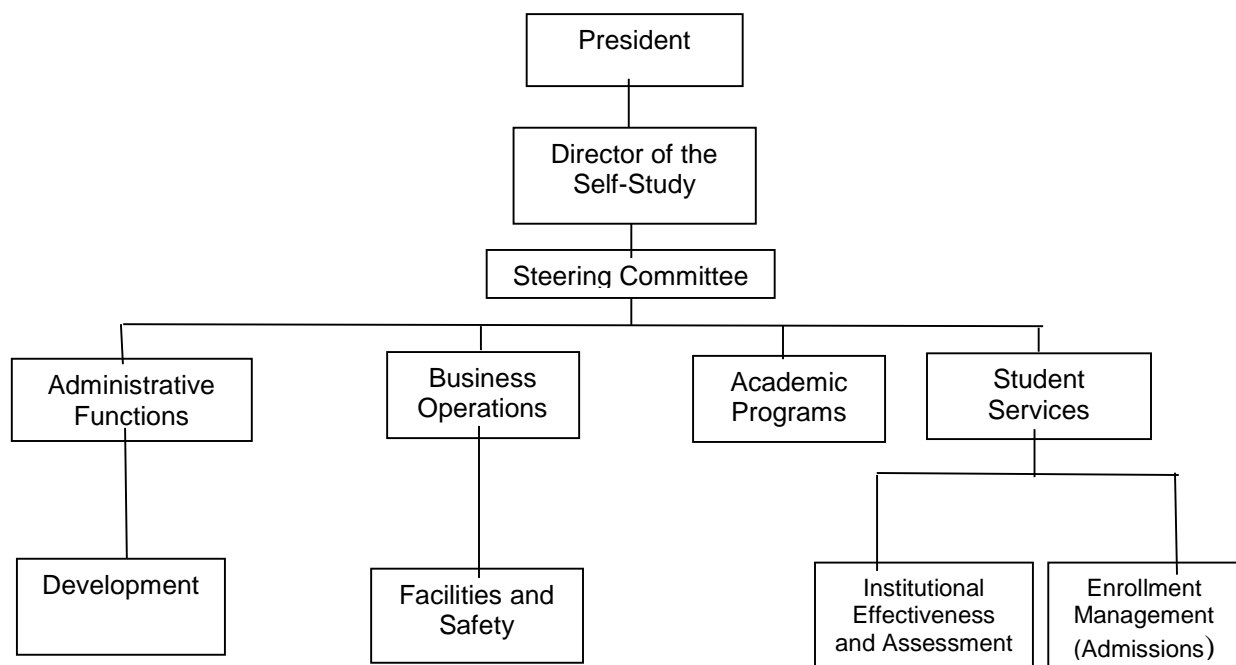
- Completed portions of the self-study
- Board Manual or Board Handbook
- Most recent college catalog
- Faculty Handbook
- Student Handbook
- Policies and Procedures Manual
- Organizational Chart
- Job descriptions
- Strategic Plan
- Assessment Plan with Sample of Instruments
- Board minutes for the last 12 months
- ISL (Instructional Staff Listing) for most recent fall and spring
- Copy of the last 3 external financial audits
- Samples of promotional material
- Samples of assessments over the past year
- Mission statement
- Institutional objectives
- Most recent budget
- Monthly financial reports for the last year
- Library Manual
- Investment Policy
- Advancement Plans (Student Recruitment and Fundraising)
- Evidence of 10% line of credit established
- Library usage records and/or any demonstration that library collection supports the curriculum
- Evidence of required fire, health, and safety inspections

In addition, the following individuals will need to be available for a brief interview:

- President
- Chief Academic Officer (Academic Dean or Vice President of Academics)
- Deans of Schools or Directors of Academic Programs or Program Heads
- Chief Financial Officer
- Director of Planning, Assessment, or Institutional Effectiveness
- Librarian
- Self-Study Director
- Director of any Branch Campus(es) or Teaching Site(s)

The institution may schedule other individuals or schedule a question-answer time at their own discretion. If it does not have some of the required documents, make a notation to that effect in the file of documents.

Organization of the Self-Study Team



NOTE: Small institutions may combine the sub-committees, as appropriate.

Self-Study Participants, Job Descriptions, and Accountability

President

Generally, the President of the institution has final authority for the institutional self-study. This requires that the President be informed regarding the progress of the self-study process. For this reason, it is important that the individual selected by the President as the Self-Study Director should not only be an individual who can organize people within the campus community into a cohesive and focused team, but should also be someone who has the authority within the institution to direct the activities of the self-study process. In order to assure that the institution as a whole participates in the process, it is essential that the President not be the Self-Study Director.

It is also important for the President to assure that all members of the various committees are trained in the accreditation process, including a clear understanding of the TRACS Standards for the area(s) for which they are responsible.

The President should provide general direction to the self-study committee with regard to the timelines for the process and assure that the *Self-Study Report* is completed in time for the review and approval by the board. In addition the President is responsible to see that the *Self-Study Report* is available in time to meet the dates established for the materials to be sent to the visiting team and that the institutional response to the team report is completed before the appearance before the Accreditation Commission.

The President should work with the financial team well in advance of the self-study process to assure that the financial resources are available to complete the study.

It is the responsibility of the President to assure that the *Self-Study Report* is both accurate and comprehensive.

After the self-study committee has completed the *Self-Study Report*, the President will submit the *Self-Study Report* to the governing board for approval and submit the Self-Study Report to the TRACS office.

Finally, the President will work with the TRACS office to make the arrangements required for the Evaluation Team visit, host the Evaluation Team, respond to the Evaluation Team's draft report, and appear before the Commission with other leadership team members.

Self-Study Director

The role of the Self-Study Director is critical to the institutional self-evaluation which takes place during this process. The Self-Study Director works closely with the President and takes the primary lead in the selection of the Steering Committee, gives direction to the self-study team, and keeps the process on a detailed time.

The Self-Study Director serves as chair at regularly called Steering Committee meetings, oversees the schedule of the various sub-committees for the purpose of keeping them on task and provides technical assistance as needed.

Finally, the Self-Study Director leads the process of preparing the *Self-Study Report* and submits

the draft report to the President.

Editor

One important question that each institution should ask early in the process is, “Do we need to have an editor for the process?” The answer to this question will vary from institution to institution. The problem that is addressed by an editor is that each sub-committee is preparing a document for their assigned area(s). An editor (many times an English instructor) helps to establish an appropriate cohesive style for the report and assures that as the various sections are prepared by sub-committee members all the sections flow together easily. Many times the Editor will proofread the report, review it with the Self-Study Director, and prepare the final draft of the *Self-Study Report*.

In a smaller institution, the Self-Study Director often serves in the additional role of the Editor.

The Steering Committee

Each steering committee member will act as a chair of a sub-committee.

The Steering Committee will

- Direct the actions necessary to complete the Self-Study of the institution relative to the institutional mission and each of the TRACS Standards.
- Determine the Timeline and the Budget necessary to complete the self-study process.
- Identify individuals within the instruction who are responsible for each area of the self-study and the means of determining that the tasks assigned have been completed.
- Complete a first draft of the Self-Study Report based on input from the sub-committees, including plans for coming into compliance for any Standard with which the institution’s self-study determines non-compliance.
- Coordinate the documentation to be submitted establishing compliance with the TRACS Standards.
- Edit the first draft narrative along with the documents to be submitted and plans for coming into compliance based on input of the editor and any modifications determined on the second read.
- Compile the final draft of the *Self-Study Report*
- Forward the *Self-Study Report* to the President

Sub-Committees

- The Self-Study Report is divided into two major categories: 1) Foundational Standards and 2) Operational Standards. Although most of the sections for the Self-Study Report can easily be assigned based on the responsibilities of the sub-committees, the Director of the Self-Study will determine those sections that are not readily identifiable.
- The subcommittees are vital to the development and refinement of the Self-Study Report. The first step in the process is the assignment of specific sections or standards of the Self-Study Report to specific subcommittees. In most instances, the assignment of the standard to the subcommittee will be obvious. The Foundational

Standards may be assigned to a specific subcommittee or may become a task of the steering committee.

- Based on the size of the institution, administrative, board, faculty, and staff members (public representatives may also be included) are selected to participate on sub-committees to review each of the following areas of the institution relative to its Mission:

Foundational Standards

- Biblical Foundations
- Purpose and Objectives
- Philosophy of Education
- Ethical Values and Standards

Operational Standards

- Operational Authority
- Organizational Structure
- Publications and Policies
- Educational Programs
- Faculty
- Student Services
- Financial Operations
- Institutional Assessment
- Institutional Research and Planning
- Library and Learning Resources
- Facilities and Equipment
- Health and Security

NOTE: Depending on the size of the institution, a subcommittee may be responsible for more than one of the areas listed above or the Steering Committee may act as a committee of the whole.

- The sub-committees review the institution's strategic plan and interviews administration, faculty, staff, students, and alumni, as applicable
- The sub-committees review assessment data for each of the areas listed above.
- The sub-committees identify and review all documents necessary to determine compliance with the TRACS Standards.
- The sub-committees conduct additional research and review as requested by the Steering Committee.
- The sub-committees prepare a narrative of the institution's compliance with the TRACS Standards to be submitted to the Steering Committee.
- The sub-committees identify the documents to be submitted to TRACS which verify compliance with the TRACS Standards.
- The subcommittees determine, based on the review for their area, whether the institution is in compliance with the TRACS Standards for that area.
- The subcommittees recommend to the Steering Committee the plans for coming into compliance for any Standard which they determine the institution is not in compliance.

Self-Study Time-Line & Budget

Time-Line

The President and Self-Study Director will develop a general time-line based on conversations with the TRACS staff representative. After the Steering Committee members have been selected, the committee’s first task will be to create a detailed time-line for the process based on that which is agreed upon with the TRACS office. Following is an example of a possible time-line format:

Proposed Time-Line	Date
Steering Committee to meet to agree on the self-study process	
Appointment of the Self-Study Director	
Appointment of Steering Committee and Sub-Committees	
First Draft—Committees investigate, interview, analyze, and develop preliminary reports	
Steering Committee reviews the first draft and gives feed back to the sub-committees	
Second Draft—sub-committees incorporate input from the Steering Committee and prepare a second draft of their section of the <i>Self-Study Report</i>	
Steering Committee reviews the draft of final <i>Self-Study Report</i>	
Editor reviews and edits the draft of final Self-Study Report	
President receives and reviews copy of the draft of final <i>Self-Study Report</i>	
Steering Committee compiles documentation necessary for submission to TRACS	
After receiving input, the Editor prepares the final <i>Self-Study Report</i> for publication	
President submits the final <i>Self-Study Report</i> to the Board for approval	
President sends copies of the Self-Study Report to TRACS for staff review along with the Travel Expense Advance for a full team (<i>See Fee Schedule</i>)	
Institution responds to any suggestions received from the TRACS Staff Review	
President sends copies of the final <i>Self-Study Report</i> to TRACS and Visiting Team Members	
Institution hosts On-Site Evaluation Team	
Institution Identifies any potential errors of fact in the <i>Visiting Team Report</i>	
Institution Responds to the Visiting Team Recommendations (matrix)	
Institution appears before Commission	

Budget

Another section to be included in the Self-Study Proposal is a detailed budget for the costs of the self-study which should include such things as the costs of consultants, printing of the *Self-Study Report*, TRACS staff visits, accreditation team visits, etc. See Example – Sample Budget for the Self Study, Staff and Team Visits (Appendix A)

Institutional Self-Assessment Data

An established institution already will have accumulated information about student learning outcomes, program outcomes, alumni, faculty, finances, facilities, programs, student services and learning resources. The self-study subcommittees will analyze this data and provide a plan for the future in areas where non-compliance with TRACS Standards is identified, if a strategic plan is not already in place. Newer institutions that have not developed a system for planning and assessment may find it necessary to compile historical data on each area of the institution. After the data has been compiled, it must be analyzed.

From the assessment data that has been collected and analyzed, the institution's *Strategic Plan*, and other published information, the self-study subcommittees will seek to identify the institution's effectiveness in complying with the TRACS Standards. The sole task of the subcommittee is to provide reasoned and documented narratives that either indicate compliance or non-compliance with the TRACS Standards. It is the responsibility of the Steering Committee to review the input for the various sub-committees and determine how the weaknesses of the institution will be documented, which plans for coming into compliance will be implemented and conveyed this information in the *Self-Study Report*.

Self-Study Report Format

COVER MATERIALS

Cover Letter

Provide a Cover Letter from the Chief Executive Officer indicating the governing board has approved for the institution to request consideration for the level of recognition desired. The Chief Executive Officer of the institution should certify that all information and data submitted are correct.

INTRODUCTION

I. Purpose of the Self-Study

Provide a general introduction to the institution including the status being sought (Candidate Status, Accredited Status, Reaffirmation), the pertinent institutional characteristics such as types of programs offered, type of calendar system, enrollment figures, and any church affiliations (if any), etc.

II. History of the Institution

Provide a narrative history of the institution highlighting key events that provide a good perspective of the institution.

III. Relationship with TRACS

Provide a narrative of the institution's relationship with TRACS, such as when applied, when application approved, when received (or when appearing to receive) Candidate Status, Accredited Status or Reaffirmation. Include the initial contact with TRACS, the approval of the application, and any applicable dates for recognition for candidacy, accreditation or reaffirmation.

IV. Response to Previous TRACS Team Visit Report and/or Other Accrediting Agency Actions.

Institution should provide detailed narrative on the response and date of compliance with previous TRACS Team Visit Recommendations and/or Steps taken in response to any actions taken by any previous accrediting agency.

V. Approved Self-Study Proposal

Provide the approved Self-Study Proposal with time-lines, a description of the Self-Study Process, the design and methodology used to gather and analyze the data, write the report, and establish a system for follow-up on those areas of non-compliance.

The Self-Study Report narratives should address each Standard (including each sub-standard) in the Accreditation Manual. They should 1) reference the assessment data and analysis that has been used to arrive at the conclusions, 2) include all documentation used in the self-study

process to verify that the institution is in compliance with each TRACS Standard, and 3) provide the plans for coming into compliance for each section where non-compliance was found.

I. FOUNDATIONAL STANDARDS

- A. Biblical Foundations**
- B. Purpose and Objectives**
- C. Philosophy of Education**
- D. Ethical Values and Standards**

II. OPERATIONAL STANDARDS

- A. Operational Authority**
- B. Organizational Structure**
 - The Board
 - The Administration
 - The Support Staff
- C. Publications and Policies**
 - Publications (Provide copies of each)
 - General Standards
 - Board Manual
 - Policies Manual
 - Catalog(s)
 - Faculty Handbook
 - Student Handbook
 - Policies (Provide copies of each)
 - General Policies
 - Governance Policies
 - Institution-Wide Policies
 - Academic Policies
 - Faculty Policies
 - Student Services Policies
 - Financial Policies
 - Facilities and Equipment Policies
 - Board Related Policies
- D. Educational Programs**
 - Undergraduate and Graduate Programs (Include a listing of the programs offered at the institution and full-time faculty for each program including general education)
 - Undergraduate Programs
 - Graduate Programs
 - Alternative Delivery Methods
 - Home Campus Based Multi-Modal Delivery

- Distance Education
 - Correspondence Education
 - Branch Campuses
 - Teaching Sites
 - Non-Degree Granting Programs
- E. Faculty**
- Provide an Institutional Staff Listing (ISL) of present faculty members (full-time and part-time) assigned to each program (undergraduate and graduate) offered. The following information should be provided (See Appendix B):
 - Name
 - Rank
 - Area of teaching specialty
 - Degrees earned, area of study, institution awarding the degree and date degree was awarded
 - Any areas in which faculty have at least 18 graduate hours
 - Courses assigned the past two academic years
- F. Student Services**
- Student Services Programs
 - Intercollegiate Sports (If Applicable)
- G. Financial Operations**
- General
 - Federal Title IV Compliance
- H. Institutional Assessment**
- Assessment Plan
 - Administrative
 - Academic and Student Learning
 - Student Services
 - Finances
 - Facilities and Equipment
- I. Institutional Research and Planning**
- J. Library and Learning Resources**
- K. Facilities and Equipment**
- L. Health and Security**

Each section of the *Self Study Report* will include narrative statements regarding the findings of the sub-committee assigned to review that section relative to the TRACS Standards (including each sub-standard) and the institution's Mission. These narratives should be supported by charts, tables as well as other primary documentation and plans for bringing the institution into compliance for any Standard for which the determination is made that the institution is not in compliance. The Self-Study Report should reflect the current status and planning processes of

the institution. Statements in the Self-Study Report should be documented and be supported by assessment data as appropriate.

Any supplementary information that is not specifically requested in the guidelines may be submitted as appendices.

NOTE: TRACS has supplied a *Self-Study Report* template for those who wish to utilize it (available at www.tracs.org under *Publications and Forms*). However, each institution will determine the actual format it chooses to use.

Materials to Submit with the Self-Study Report

- Self-Study Report narrative with attachments and documentation
- Catalog(s)
- Student Handbook
- Faculty Handbook
- Financial Aid Manual
- Personnel Manual
- Board Manual
- Job Descriptions
- Strategic Planning Document
- Assessment Plan
- Policies and Procedures Manual
- Last Two Year's Annual Audits (with Management letter(s))

Approval of Self Study Report by President and Board

The President and Governing Board must review and approve the Self-Study Report prior to submission to the TRACS office. Questions raised by the President or the Board need to be sent back to the Self-Study Director and Steering Committee for clarification or rewrite. The Board minutes indicating the approval of the *Self-Study Report* need to be included with the documentation.

TRACS Review of the Self-Study Report

Prior to submission of the final Self-Study Report, an electronic copy of the final draft should be sent to the TRACS office. Upon receipt of the documents, the TRACS office will review the materials for completeness and make any suggestions necessary for the finalization of the document. The final *Self-Study Report* and all of the additional materials requested as indicated in section 5, along with payment for the Travel Expense Advance for a full team, should be sent to the TRACS office no later than six weeks prior to the desired accreditation visit or according to the established and approved time-frame presented in the Self-Study Proposal. When submitting the Self-Study Report, TRACS requests electronic copy of all materials including supporting documentation. All information and evaluation materials should be sent to each Evaluation Team Member at least one month prior to the visit. Some team members may request a hard copy of all materials

TRACS Accreditation Team Visit

Information concerning the details and necessary preparations for the Evaluation Team Visit Accreditation will be sent to the President prior to the visit. The visit brings the beginnings of closure to the Steering Committee. This is the opportunity for each of those who have worked carefully to develop a thorough and comprehensive document to affirm the contents of the report.

Candidate Status, Accredited Status, or Reaffirmation

The Commission meets twice a year, in April and October / November, to review materials relevant to their deliberations. The items that the Commission reviews include: the institution's *Self-Study Report*, the on-site visiting team report, the Visiting Team's recommendation(s) and institutional responses, the staff recommendation, the Commission reader's recommendation(s), and the institutional responses before the Commission. Institutions are required to send at least one representative to appear before the Accreditation Commission.

Appendix A

**SAMPLE BUDGET FOR THE SELF-STUDY,
STAFF AND TEAM VISITS**

(Included in the General Operation Budget)

NOTE: All numbers are for illustration purposes only and may not have any relevance to your institution's actual estimates or final budget.

Task	2015-2016	2016-2017
TRACS VISIT(S)		
Representative(s)*	1,900.00	
Visitation Team**		7,525.00
Board / Team Dinner		1,800.00
SELF-STUDY AND RESPONSE		
Training & Lunch (30 people)	2,000.00	
Materials	1,000.00	
Publicity (Required)	750.00	
Additional Secretary Costs+	1,560.00	1,560.00
Printing and Binding	200.00	200.00
Postage and Mailings	75.00	250.00
TRAVEL TRACS COMMISSION		
President++	.00	2,700.00
VPAA++	.00	2,700.00
Two Additional Person(s)++		5,400.00
FEES (per Fee Schedule)		
Application Fee	7,000.00	
Change of Status Review Fee		5,775.00
1 st Year Membership Dues		8,900.00
Total	14,485.00	36,810.00

* Includes Travel (800.00), Lodging (100), Meals (100), and Fee (900).

** Includes Travel, Lodging, Meals, and Stipends for five people. Estimated: Travel = 4,000, Lodging = 2,250, Meals = 1,000 and Stipend = 275.

+ It is estimated that an average of five hours per week will be needed in additional secretarial time for 24 months. (5 hours x \$12.00 = \$60.00 x 52 weeks = 3,120).

++ Includes Travel, Lodging and Conference Cost, and Meals: Estimated per person: Travel = 1,000, Lodging and Conference Cost = 1,600, Meals = 100, for a total of 2,700 per person.

Appendix B

INSTRUCTIONAL STAFF LISTING (ISL) FOR FULL-TIME AND PART-TIME FACULTY

Instructions: For current programs, please provide information for all faculty teaching in each academic discipline using the appropriate guidelines (I – IV) enumerated below.

- I. **ANNUAL REPORTS:** include credit courses taught during the two semesters or three quarters (exclude summer terms) of the calendar year to which the Annual Report applies.
- II. **SELF-STUDIES:** include courses taught during the term (semester or quarter) in which the self-study is due along with those taught during the preceding two semesters or three quarters (exclude summer terms).
- III. **APPLICANT INSTITUTIONS:** include courses taught during the term (semester or quarter) in which the application is submitted along with those taught during the preceding two semesters or three quarters (exclude summer terms).
- IV. **NEW PROGRAM (Substantive Change):** include the requested information on the courses that will be taught as part of the new program or major.

If an institution has twenty (20) or more full-time faculty, they should be grouped by departments or disciplines. Arrange faculty alphabetically by last name. If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs.

Column One. State the name of the faculty member (last name, first name, and middle initial) and indicate full-time (FT) or part-time (PT) status. In categorizing faculty as either full-time or part-time, please use the following definitions: **Undergraduate**—those who are qualified and contracted to teach the equivalent of 12-15 hours per semester, or 24-30 hours per academic year at the undergraduate level. (Administrators such as President, Provost, Vice President, may be listed as part-time faculty NOT full-time faculty.) **Graduate**—those who are qualified and contracted to teach the equivalent of 9-12 hours per semester, or 18-24 hours per academic year at the graduate level. (Again, you may include administrators such as President, Provost, Vice President as part-time faculty, NOT full-time faculty.) Also in this column, indicate those professors who have oversight responsibility for each major/degree program including general education. Include the Head Librarian in this column as well.

Column Two. List all degrees and disciplines (including concentration or major); institution which awarded the degree and year awarded; and the **total number of graduate semester hours in each teaching discipline in which courses have been taken.**

Column Three. Using information from the catalog, list the course prefix and number along with the course title and hours of credit for all courses taught by each professor for the semesters/quarters that apply as determined from Roman numerals I – IV above. If applicable (and if not obvious), use a (U) or (G) to identify undergraduate and graduate courses. Two-year institutions should indicate whether the courses are transfer (T) or non-transfer (N).

Column Four. List additional qualifications or experiences, honors or awards, professional licensure(s)/certifications or any other relevant documentation to justify each faculty member's teaching assignment.

It is the responsibility of the institution to keep on file for all full-time and part-time faculty members' documentation of academic preparation such as official transcripts, and (if appropriate for demonstrating competency) official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications. In cases where experience, certifications, or special training are offered in lieu of formal academic preparation, please have available other pertinent materials for each case

9/10/2014

INSTRUCTIONAL STAFF LISTING (ISL) FOR FULL-TIME AND PART-TIME FACULTY

Name of Institution: _____

Site Location (if not main campus): _____

Academic Term(s): _____

Date Form Completed: _____

Name of Academic Department/School:

NAME (Last name first)	DEGREES AND DISCIPLINE	COURSES TAUGHT	OTHER QUALIFICATIONS OR EXPERIENCE
Smith, Joseph P. (full-time)	M.A. History – Ideal University (1985) B.A. Political Science – Ivy College (1980) History (25 GSH) Political Science (12 GSH)	HI 101 (U) US History HI 303 (U) History of the South	<ul style="list-style-type: none"> • Made 25 speeches to civic and professional groups • Holds AAAA Social Studies Educator License in Secondary Education • Board Member of the State Historical Society • One book in publication • Published in professional journals
Jones, David S. (part-time)	Ph.D. Marketing – City University (1979) M.B.A. Soho University (1975) (21 graduate hours – Accounting) B.A. Accounting – Giant College (1970) Marketing (24 GSH) Accounting (18 GSH)	MKT 680 (G) General Marketing ACCT 201 (U) Intro to Accounting	<ul style="list-style-type: none"> • 5 years' work experience in professional sales with Parke-Davis • 2 years' experience as Director of Marketing at University of M. • 6 Regional Admissions Awards • 1 National Award Advertising
Miller, Jean B. (part-time)	B.S. Business Education – Wilson State University (2000) A.A. Office Technology - Soho Technical College (1998) General Business Courses (18 GSH)	AOT 2213 (U) Office Systems AOT 1233 (U) Intro to Records Management Teaches only non-transfer occupational courses	<ul style="list-style-type: none"> • AA Certification in Computer Applications from Grand University • 29 years teaching experience at the High School level • Member of National Business Education Association • Senior College MBEA board representative • National Future Business Leader of America Advisor of the Year