QUALITY MANAGEMENT SYSTEMS MANUAL

University of La Verne

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Chapter I: Quality Management at the University of La Verne

A. The University of La Verne's Philosophy of Quality Management

Quality is an abstract concept which is difficult to analyze objectively. Indeed, quality, by its very nature, can only be measured subjectively, although certain objective standards for inputs and outputs can be set and measured. The quality of education is particularly difficult to define and analyze because it involves the growth, development, and change in people, who are themselves the source of quality, the product of quality, and the measure of quality.

Quality can mean many things. In the realm of higher education--in the sense used here-- quality refers primarily to academic quality: the quality of programs, the quality of instruction, and the quality of an institution's graduates. The quality of an institution's facilities, grounds, accounting systems, and other non-academic characteristics certainly have an impact on a university's quality, but they are ultimately of secondary importance in the estimation of this quality. [Quality in these realms is assured by other ULV manuals such as the "Administrative Procedures Manual" (1989), prepared by the Office of the Vice President of Administration and Finance, and the "Rules Affecting Classified and Administrative/Professional Staff" (1989), developed by the Department of Human Resources.]

The quality of higher education is a subjective measure of how successfully the education teaches its graduates how to think, analyze, speak, and write; how to appreciate and contribute to the world around them; how to be responsible citizens; and the foundation skills and knowledge necessary to pursue a productive career. The recognized authority of the subjective measure of academic quality is the faculty of an academic discipline or of an institution of higher learning, particularly the tenured full professors in that discipline or institution. Most of what quality means in higher education can ultimately be understood only as the subjective judgments of these faculty, and any system of quality management must be founded upon them.

Some of these subjective judgments have been partly translated into objective measurements. Standards have been established for the educational infrastructure (the "inputs"), including such items as library holdings, faculty degrees and publications, student-faculty ratios, laboratory facilities, and curricular requirements, as well as for the educational product (the "outputs"): the success of graduates on standardized tests, in graduate school, and in their careers. Objective measures can never be more than a suggestive indication of quality, but they need to be considered along with subjective judgments because they provide measurable standards for quality, however imperfect.

The University of La Verne is sincerely committed to achieving the highest degree of quality possible with the faculty, student body, and mission that it possesses. It believes that all of its programs must be measured continuously both by the subjective judgment of its own faculty and the faculty of other institutions as well as by the objective standards set down by the University and by such outside agencies as the Western Association of Schools and Colleges, the California Commission on Teacher Credentialing, and the American Library Association. Only the constant and vigilant examination with a critical eye can assure the level of quality that the University of La Verne wants.

Since the mid-1970's La Verne has run a program of Quality Assurance (QA) to monitor and document approvals and changes in programs, courses, and part-time faculty. In 1990 QA was subsumed under a new Quality Management System (QMS) which shifted from a nearly total focus on review, monitoring, and evaluation to a collaborative approach. As QMS evolves it is continuing to shift the emphasis from record-keeping and paperwork to regular, continuous interaction between full-time faculty, on the one hand, and part-time faculty and off-campus administrator, on the other. QMS at La Verne involves collaboration among faculty and administrators, full time and part time, at the central campus and at every off-campus location. Every faculty member and administrator at the University is employed in the Quality Management System.

The University of La Verne feels confident that its programs, at its centers as well as on campus, are at satisfactory levels of quality, particularly when compared with other institutions with similar faculties, student bodies, and missions. Nevertheless, it aspires to still higher levels of quality and is committed to achieving ever increasing levels measured subjectively as well as objectively, to Continuous Quality Improvement. Both the campaign for quality and QMS are dynamic and evolving. As long as the University exists and its current philosophy abides, achieving ever greater levels of quality will be foremost in its intentions.

B. The Purpose of the Quality Management System at ULV
The Mission Statement of the University of La Verne states that the University offers "high quality degree programs to both traditional-aged and adult learners." To assure this quality in all of its programs and at all of its educational sites the University has developed its Quality Management System (QMS) with several interlocking parts. At its core is the full-time faculty at the central campus in La Verne, California. All courses, programs, and instructors at the University must have the approval of the appropriate department chair (or designee) or faculty committees at the main campus before they can be offered or scheduled to teach. Moreover, full-time faculty regularly communicate with their part-time colleagues and review their work (including course syllabi and

examinations) through a system of syllabi and exam submission, end-of-course student evaluations, and periodic visitations to teaching sites and classrooms. In this effort they are assisted by the full-time faculty in the off-campus centers and programs. The whole process is coordinated and monitored by the Office of the Provost and Vice President for Academic Affairs with the assistance of the deans, program directors, department chairs, and the Office of Quality Management (QM).

The Quality Management System is designed to measure quality both subjectively and objectively. Integral involvement by full-time faculty guarantees that courses, programs, and instructors are regularly reviewed by the subjective standards that only faculty members can set. At the same time, objective infrastructure and performance standards are applied by administrators and faculty alike as a secondary measure of the quality of programs.

C. The Organization of the Quality Management System

Before the University began offering programs off campus, quality at La Verne could be monitored with comparative ease. Everyone at the University, from the President on down, was in a position to observe educational quality on a daily, first-hand basis. The Quality Management System began and ended with the academic dean/vice president, department chairs, and the faculty members themselves. With the projection of the University into the field, however, it became necessary to create instruments for assuring quality at locations where full-time University faculty rarely went. In 1976 the Office of Quality Assurance was established to design these instruments and oversee their use. (It was established as the Office of Research, Evaluation, and Quality Assurance (R.E.Q.A.), but became Q.A. with reduced duties in 1981.) Today the Quality Management System at the University of La Verne consists of the traditional hierarchical system of deans, department chairs, program chairs, and committees as well as by administrators and by the Office of Quality Management which is part of the Provost and Vice President for Academic Affairs' Office--and it extends to all University programs, both on and off campus.

At the pinnacle of the Quality Management System is the *Board of Trustees*. While the Board does not involve itself with day-to-day decisions of quality, it reviews the programs of the University both for their appropriateness and their quality. Members of the Board regularly visit with administrators, faculty, and staff of the University to discuss curriculum, student achievement, and other matters, and at least one Board Member visits some off-campus centers every year.

The primary means by which the Board assures quality is through its selection of the *President*. The President monitors quality through regular meetings with his top

administrators, interaction with faculty members and students, and analysis of critiques made by outside agencies.

The President's most effective means of assuring quality is through the selection of capable full-time faculty and academic leaders, particularly in the person of the *Provost and Vice President for Academic Affairs*, the person to whom the President has delegated chief responsibility for the smooth operation of the Quality Management System. The Provost, through his direct involvement with the Deans, Faculty Assembly, Faculty Senate, faculty committees, and the Office of Quality Management, provides leadership of, and sets the tone for, Quality Management at the University of La Verne. The Provost makes sure that the elements of the Quality Management System are sufficient, appropriate, and working properly. In presiding over the Quality Management System, the Provost regularly improves its structure and verifies its operation.

At the Provost's right hand in assuring quality are the *Deans of the colleges*. The Deans themselves visit classes and review courses and programs, and they see that the chairs and faculty under them do the same. The Deans also review new programs and changes in programs, new courses and changes in courses, as well as the overall quality of their own college, school, or campus.

Just as the Provost personifies the Quality Management System, the *regular contracted faculty* are its bricks and mortar. Without the faculty there would be no Quality Management System. The faculty set the standards, subjective as well as objective, and apply these standards to the programs, courses, and faculty of the University. As individual specialists the faculty review and approve proposed courses and part-time faculty, monitor course syllabi and examinations, and conduct collegial reviews and site reviews. As members of departments, colleges, and committees, they approve new degree programs and amend current ones. As members of task forces, they prepare self studies of their own programs and participate in reviews of other programs and off-campus sites. Every faculty member is concerned in seeing that standards of quality are set and met.

The *Office of Quality Management* (QM) is an integral part of the Provost and Vice President for Academic Affairs's office, and assists him/her in monitoring the Quality Management System (QMS). QM monitors site reviews, instructor reviews by colleagues, and course numbering. Representatives of Regional Campus Administration (the University unit employing the largest number of part-time faculty) sit in department meetings and on faculty committees, department and program chairs, and a number of meetings between full-time and part-time faculty occur throughout the year, so RCA's interaction with on-campus faculty is much broader than its link through the Office of

Quality Management. The QM Office also monitors and evaluates on-campus Quality Management, both undergraduate and graduate, and it works closely with the Deans to insure that policies and procedures are being followed and that they are working.

The cadre of on-campus faculty to whom the Office of Quality Management routes off-campus instructor applications and course proposals includes department and program chairpersons. Responsibility for the approval of courses, instructors, and other academic matters rests with individual academic departments, but every department has delegated the responsibility of approving courses and instructors in specified fields to the department chair, program chairs, and/or designated subject area specialists. Departments collectively meet to consider academic matters other than course and instructor approvals.

Although these are the people primarily involved in the Quality Management System, it does not end with them. Indeed, every member of the University community must be involved with assuring quality for the goals of Quality Management to succeed. This includes not only faculty and administrators, full time and part time, but also students and staff, on campus as well as off campus. Some of the most important links in QMS, for instance, are the *Directors of Regional Campuses and RCA statewide programs*, often working at a great distance from campus, diligently implementing the quality management standards of the faculty with regards to faculty, students, libraries, laboratories, scheduling, etc. In some important respects the RCA Directors, on the one hand, and the regular contracted faculty, on the other, are the two most important elements in their respective areas in the entire QM System, because they must monitor, evaluate, and judge quality at the most elemental level.

Nor could QMS operate successfully without the commitment of *part-time instructors*, particularly those teaching off campus where they compose the bulk of the instructional staff. Part-time instructors primarily help assure quality by seeing that course and program objectives are met, by interacting with the regular contracted faculty in their fields, by taking direction from course outlines prepared by those faculty, and by working with department associates and other part-time colleagues to insure that their students receive a quality education. To see that this gets done, part-time instructors meet and communicate with regular contracted faculty in their fields, contribute to book selection, help develop new courses, assist in improving laboratory and library facilities, and much more. Some part-time instructors also have been selected to review their colleagues' teaching.

Finally, the Quality Management System could not exist without the honest and critical involvement of the *students.* The students are the ultimate consumers, on the one hand,

who judge the University's quality, as well as the University's products who must measure up against recognized objective achievement standards of quality. The students must be willing to critique the quality of their instructors and other aspects of the University, and the University must take the responsibility to teach its students to analyze carefully and intelligently. The students' ability at critical thinking (Mission Statement, point 3), after all, is one measure of the University's quality. The University must also take care in the selection and education of its students because the quality of the University's student body, together with the quality of its faculty, are the two most critical determinants of the quality of the University.

The "Quality Management System," the set of policies and procedures described below, is only a paperwork effort to see that the abstract and elusive attribute called quality is present at the University of La Verne. The forms and reviews, statistics and signatures of QMS are like the trails visible in a cloud chamber: they are evidence of the presence of something important; they are not that something itself. Quality is assured in the first instance by people, by all the people listed above. The paperwork trail established by the policies and procedures of QMS merely serves to remind the trustees, administration, faculty, and staff of the importance of being careful and persistent in the never ending pursuit of quality. Because of this, the paperwork is necessary, but it is not a sufficient end unto itself. The Quality Management System of the University of La Verne appears as an organizational chart, procedures, and forms, but the University's real Quality Management System is the cooperative, committed effort of the entire University community to assure quality within its midst.

D. Quality Management Assessment, and Institutional Research Support

Quality Management requires a carefully planned and continuous program of assessment institutional. Quality must be consistently monitored, rigorously evaluated, and regularly described in formative and summative ways. To provide for this, La Verne created an Office of Institutional Research in 1991, the faculty established the Faculty Assessment Committee in 1995, and the latter oversaw the foundation of a systematic program of assessment during the closing years of the 20th century. Every program is continuously assessed, with comprehensive program assessments conducted on a fixed timetable. Comprehensive department-wide and college- and school-wide assessment is also performed on schedule every two-three years. University-wide general education assessment is conducted under the direction of the Associate Dean of the College of Arts and Sciences, and more inclusive university-wide assessment is part of Strategic Planning and the work of several university-wide bodies including the Faculty Assessment Committee and the University Council. In addition, every administrative department at the University of La Verne prepares reports containing statistics on and analysis of their activities. Assessment is at the dynamic cutting edge of Quality Management as

La Verne starts the 21st century.

E. Quality Management and Electronic Technology Support
The University of La Verne believes that a comprehensive, integrated administrative computing system covering finance, human resources, financial aid, student services, and alumni relations as well as all student records from application through graduation is a prerequisite for running an institution of higher education properly and assuring its quality. With the number of students, faculty, programs, and sites that are part of the University of La Verne, it is simply not possible to run the University efficiently and intelligently without such a system. This system must be networked in such a way as to provide access for application, advising, registration, assessment, and more while maintaining the highest possible security. Quality management also demands that the University provide ever more powerful e-mail, web, chat, and other electronic services for teaching, evaluation, research, and other academic and administrative functions. Consequently, the University is committed to expanding and maintaining its present electronic technology so as to make it as comprehensive, integrated, and secure as possible while providing access to all administrative and academic departments which need to use the data.

F. Quality Management Not Included in the Manual
There are other elements of quality that are as important as--and in many cases, more important than--the elements covered by this manual, but they are either not easily subjected to this approach to evaluation or they are addressed by other mechanisms established by the University. Some of the most important of these are the following:

1. The quality of the regular contracted faculty (the core of QMS) is assessed by department chairs and deans through the "Annual Faculty Growth Report and Plan" and other means. In addition, faculty quality is rigorously scrutinized by the Faculty Personnel Committee when faculty come up for Third Year Review, promotion, and tenure. This part of quality management is mandated by PEPPIT.

2. The Vice President for Academic Affairs and deans strive for ever higher levels of faculty quality by supporting faculty to keep up with developments in their fields, by watching to see that those without appropriate terminal degrees work toward them, and by providing funds to contribute to these ends.

3. The Vice President, deans, and faculty work in cooperation with the President and various committees to see that science laboratories, electronic technology, music and drama facilities, athletic fields, and other curriculum-related buildings and equipment keep in step with the needs of the University's programs and contemporary practice.

4. The Vice President, deans, and faculty develop challenging and appropriate major, general education, upper division, and other academic requirements to assure quality in the educational programs.

5. The Vice President, deans, and faculty set and monitor grading policies at a level that assures quality learning and graduates.6. The Vice President, deans, and faculty establish standards for the amount and precision of written and spoken English used in classes throughout the University.

Even these additional procedural efforts to assure quality do not complete the description of the University's broader Quality Management System, because some of its elements are so subtle and inherent as to defy precise description. Suffice it to say that the actual procedures aimed at managing quality outlined above and below are only the describable skeleton of a living activity called quality management. Yet, just as the health of the skeleton provides a measure of the health of the body, so the skeleton of QMS policies and procedures provides a series of indicators about the quality of the University of La Verne. The QMS policies and procedures contained in this manual do not guarantee quality education, but they provide indicators and measures of its presence.

G. Definitions Used in Quality Management
Adjunct Professor.
"A title which may be awarded to an adjunct instructor who has taught a minimum of four years (a year consisting of two or more courses taught each academic year plus summer) and has met the department's expectations for teaching competence, scholarship, and service." [PEPPIT, IXB.4a]

Administrative Center.
A permanent location with a full- time staff which schedules courses leading toward degrees (frequently at more than one educational site), offers academic advising and other services, and usually has classrooms, laboratories, and library services. ULV currently has 19 administrative centers:Central campus (1891), Education Programs, SCE (1968), Pt. Mugu (1969), College of Law at La Verne (1970), EPIC (1971), CAPA (1971), North Island (1971), Vandenberg (1971), Athens (1975), Elmendorf (1975), Eielson (1975), Health Services Management (1978), Orange County Campus (1981), College of Law San Fernando Valley (1983), San Fernando Valley Campus (1983), Ventura County Campus (1991), and Inland Empire Campus (1992), Distance Learning Center (ULV Online) (1996), Bakersfield Center (1998).

CAPA.

Campus Accelerated Program for Adults. CAPA is an SCE administrative center located on the central campus. It runs Weekend College, but its students also take courses during the evening and day. (See the ULV Catalog, p. 15.)

Cluster.

A group of students who take courses leading to a specific degree/credential at a particular educational site. Some clusters are closed, not allowing new students to enter. In closed clusters all students take the same courses together until their degree/credential requirements are completed. Graduate programs in education, educational management, and public administration all function in clusters.

Course Proposals and Outlines.

Course proposals, which become course outlines once approved, are fully described by QMS45, "Guidelines for Writing Course Proposals." These guidelines must be followed in preparing proposals for new courses. See §IIC1.

Course Syllabus.

An instructor's interpretation of the course outline containing readings and other assignments, an updated bibliography, attendance and grading policies, schedule of meetings and exams, etc. See §IIC2.

Dean.

"Except where otherwise noted, "Dean" and "Deans" refer, individually or collectively, to the Dean of the College of Arts and Sciences, the Deans of the Colleges of Law, the Dean of the School of Business and Global Studies, the Dean of the School of Education, the Associate Dean at of La Verne College of Athens (for faculty at Athens) and, . . . the Dean of the School of Organizational Management." [PEPPIT, "Definitions"]

Department Associate.

"A title which may be awarded to a part-time instructor who is in at least the fourth year of teaching for ULV and has taught a minimum of eight (8) courses for the University in the department that granted the title of Department Associate. It is a part-time non-tenure-track appointment which is awarded one year at a time to teach two (2) to eight (8) courses. In addition to teaching, Department Associates are expected to attend certain specified meetings with full-time faculty and administrators and are assigned other academic duties such as collegial reviews, orientation work, liaison with specific off-campus centers, and interviewing prospective part-time departmental faculty." [PEPPIT, IXB.2]

Department Chair(person).
The leader of an academic department, appointed by the Dean in consultation with the regular contracted faculty of the department. (See Appendix D).

Directors of Centers and Programs.
Directors of the SCE centers listed under the definition of Administrative Centers, the Directors of EPIC and Weekend Series, and the Directors of such special programs as an Education credential program in Bakersfield or an M.B.A. at Southern California Edison.

Educational Site.
Any location where ULV courses are offered. Most of ULV's permanent centers have additional sites to make classrooms more convenient to students and both the Ed.D. and D.P.A. programs operate at cluster sites throughout California. Sites are developed and administered by the staff of the academic program or the SCE administrative center responsible for them. Each cluster generally has its own meeting site. Other than administrative centers, sites typically consist of classroom facilities only and depend on the centers and the central campus for libraries, laboratories, counseling, and other services.

EPIC.
Educational Programs in Correctional Institutions. (See ULV Catalog, p. 19.)

Faculty Liaison.
A full-time faculty member assigned to a campus/center/program away from La Verne, California to provide academic leadership, foster academic quality, and promote teaching excellence. (See Appendix D)

Faculty Specialist.
Faculty Specialist.A regular contracted faculty member assigned the responsibility for the quality of specified courses in a department, including establishing objectives for the courses, creating and updating course outlines, approving faculty to teach them, and monitoring them wherever offered. (See Appendix D)

Faculty Staffing Plan.
The list of all regular contracted faculty. It shows their status with respect to review, promotion, and tenure. It is maintained by the Office of Quality Management.

Full-Time Faculty.
The popular expression for regular contracted faculty.

Off campus.
Anything that is part of the School of Continuing Education, including CAPA. For most purposes of Quality Management, "off campus" also includes the EPIC and Weekend Series programs, the Ecumenical Center for Black Church Studies and the American Baptist Theological Center, and special programs such as an Education credential program in Bakersfield or an M.B.A. at Southern California Edison.

On campus.
Anything physically located on ULV's central campus or run and taught directly by regular contracted central-campus faculty and which is not included in the definition of off campus above. This includes the Ed.D. and D.P.A. programs.

Part-Time Faculty.
ULV employs three distinct kinds of part-time faculty:

1. Faculty who teach on a course-by-course basis. This is the largest group of part-time faculty and includes Adjunct Instructors, Adjunct Professors and Senior Adjunct Professors. [See PEPPIT, IXB.3-5]

2. Department Associates (see definition) at SCE administrative centers engaged to teach a specified number of courses per term.

3. Faculty contracted to teach half-time or more but less than full time. These faculty are regular contracted faculty and are included on the Faculty Staffing Plan. They are sometimes called percent-contract faculty.

For QMS purposes "part-time faculty"refers only to those described in 1 and 2. Definition 3 faculty are regular contracted faculty. Regular contracted faculty are included in the Faculty Staffing Plan and are covered by PEPPIT, §I-VII. Definition 1 and 2 part-time faculty are included in the Part-Time Faculty Database and are covered by PEPPIT, §IA-C (Rights and Responsibilities of the Faculty) and IX (Part-Time Faculty).

PEPPIT.
Professional Ethics Personnel Policies Including Tenure. This document provides the basis at ULV for faculty appointment, promotion, tenure, reviews, appeals, and leaves.

Program.
A group of courses and other requirements leading to a degree, credential, or certificate. The official listing of approved ULV programs is contained in the Programs section of the current University Catalog.

Program Chairpersons.
Regular contracted faculty designated by their departments and approved by the the appropriate dean to provide academic leadership to a specified program. The names of all program chairs are listed in the Programs section of the current ULV Catalog. (See Appendix D)

QA.
Quality Assurance. The predecessor (1976-1994) of the Quality Management System.

QMS.
Quality Management System.

Regular Contracted Faculty.
Individuals with a regular faculty contract from the University, as contrasted with administrators and part-time faculty who receive annual letters of appointment. All regular contracted faculty are listed on the Faculty Staffing Plan. Special Assignment Faculty are regular contracted faculty. Although most regular contracted faculty receive 100%-time contracts, some of them are not strictly full time. Nevertheless, regular contracted faculty are generally called "full-time faculty."

SCE.
School of Continuing Education delivers most off-campus programs and courses. Over 60% of all units earned by ULV students are offered through SCE. (See ULV Catalog, p. 15.)

Senior Adjunct Professor.
"A title which may be awarded to an Adjunct Professor who has taught a minimum of eight years at ULV (a year consisting of two or more courses taught each academic year plus summer) and who possesses either the appropriate terminal degree (as defined in PEPPIT §IIB.1b) or an appropriate master's degree plus a minimum of ten years of outstanding professional experience (defined as going beyond the application of up-to-date theory in the practice of the profession and developing a reputation outside of the workplace as demonstrated by such things as consulting, seminar or conference presentations, publications, and/or activities in professional associations)." [PEPPIT, IXB.5]

Chapter II: Quality Management for Courses

A. General Policy on Courses
All courses offered by the University of La Verne are approved by the appropriate academic department and the dean of the department's school or college or the Associate Dean of La Verne College of Athens. Cross-listed courses are approved by all departments and colleges involved. Modifications that affect courses in any essential way (e.g., title, prerequisites, number, etc.) require the same approvals. Course proposal procedures require that a complete course proposal be prepared and submitted by the proposer of every new course. When the proposal is approved, it becomes the official course outline.

B. Official Records of Courses
Policy on Official Records of Courses:
Official files on ULV courses are maintained in the Office of Quality Management (QM). QM also maintains files of courses inactivated since 1980. The courses listed in the annual University Catalog represent a printed list of all the active courses (except 700-level courses) found in the QM files during the spring of the year of publication.

The Registrar maintains a separate electronic database of active and inactive courses based on information communicated by QM. The Registrar's Office is also the repository of information on pre-1980 courses.

Each department chair also keeps files on courses offered by his/her department, including current course outlines and recent syllabi. Each campus/center/program director has similar files on courses taught through his/her campus/center/program.

Procedures on Official Records of Courses:
1. The official QM files on courses consist of individual files on each active course containing the course outline along with documentation on the origin of and modifications to the course.

2. When a new course is approved, a file for it is created, and the Registrar, department chair, originator, catalog director, and Director of Student Services, SCE, are notified.

3. When courses are altered, a signed approval is placed in the course file, and the Registrar, department chair, originator, catalog director, and Director of Academic and Student Services, SCE, are notified.

4. When courses are inactivated, their files are removed from the active drawers, marked "Inactive," and refiled by department in the inactive course drawers. The Registrar, department chair, originator, catalog director, and Director of Academic and Student Services, SCE, are notified.

5. In every case above it is the responsibility of the catalog director to see that the changes appear in the next issue of the catalog (except for 700-level courses which do not appear, and for courses which will only be offered once), the responsibility of the Director of Academic and Student Services, SCE, to see that appropriate SCE directors are informed, the responsibility of the Registrar to see that changes are enforced on future schedules, and the joint responsibility of QM and the Registrar to see that courses are properly listed in ULV's administrative computer system.

6. It is the responsibility of each department chair, including those at the Athens Campus, to maintain files on each course in the department, including current course outlines and recent syllabi. Departments are responsible for updating course outlines on a regular, systematic basis.

7. It is the responsibility of each campus/center/program director and the associate dean at Athens to obtain new course outlines of courses taught through his/her campus/center/program on a regular basis and to maintain these in course files. It is also the director's/associate dean's responsibility to keep recent syllabi of courses taught at the campus/center/program on file.

C. Course Proposals, Outlines, and Syllabi
Policy on Course Proposals, Outlines, and Syllabi:
The University distinguishes two types of course documents in use in its Quality Management System:

1. Course Proposals/Outlines. Course proposals, which become course outlines once approved, are fully described by QMS45, "Guidelines for Writing Course Proposals." These guidelines must be followed in preparing proposals for new courses. The "Guidelines" require the following elements:
    a. Course Designation
    b. Course Description
    c. Goals
    d. Course Content
    e. Activities of Participants, including details on library work, writing assignments, and computer exercises and activities
    f. Evidence of Learning Objectives

g. Assessment Plan

h. Texts, Materials, and Resources

i. Program Relationship, including reference to the ULV Mission Statement, especially with respect to values, diversity and intercultural orientation, international orientation, lifelong learning, and service.

The course proposal/outline accompanies the "New Course Approval Form" form (QMS92) and becomes an integral part of the course file in the Office of Quality Management. Academic departments update course outlines at least every other year.

2. *Term Syllabi.* Every term the instructor in every class prepares a syllabus for the course based on the course outline but containing such additional items as reading and other assignments, an updated bibliography, attendance and grading policies, academic dishonesty information, and a schedule of meetings, exams, and other activities and deadlines. Each class syllabus must be consistent with the course outline as judged by the academic department. The class syllabus is a contract between the instructor and the students, and both students and instructor are expected to adhere to it.

For every approved ULV course, there is a course outline on file in the Office of Quality Management. Copies of term-by-term syllabi are stored in on-campus department offices, off-campus program offices, off-campus campus/center offices, and Athens. In some academic departments and at Athens course syllabi are reviewed each term; in departments or locations where this is not possible, periodic reviews are made by department/program chairs, deans, and other academic visitors from the central campus.

Procedures on Course Proposals, Outlines, and Syllabi:

1. *Course Proposals/Course Outlines.* Procedures for preparing course proposals are covered in the section on Approvals of New Courses below.

a. The deans are responsible for developing a schedule for departments in their colleges/schools to review all outlines of courses offered by their departments.

b. It is the responsibility of the Director of Quality Management to notify the appropriate dean if course outlines are unavailable or more than two years old.

2. *Course Syllabi.*

a. It is the responsibility of department chairs (for on campus courses) and the collective responsibility of program/center directors, designated faculty (full time, Department Associates, etc.), and department/program chairs (for off campus courses) to see that all instructors prepare adequate syllabi and distribute them to

their classes at the beginning of each term. Chairs/Directors/Athens' associate dean/Faculty must take care to assure that the term syllabi adequately reflect the course outlines on the one hand, and that they provide students with sufficient information about specific assignments, grades, academic honesty, and deadlines, on the other. Copies of each term's syllabi are maintained in departmental offices for on-campus and Athens' courses and in program/campus/center director's offices for off-campus programs.

b. It is the responsibility each dean in his/her college/ school and the associate dean in Athens to see that departments review term syllabi of all departmental courses on a regular basis to see that they are adequate and appropriate.

c. It is the responsibility of department chairs and program chairs to review course syllabi in their fields across the University on a systematic and regular basis.

d. In certain programs it is practical for the the on-campus program chairs to review the term syllabi used off campus each term. In these programs it is the responsibility of the off-campus program director to supply copies of the term syllabi for each course prior to the beginning of each term. It is the responsibility of the program chairs to review these syllabi and communicate any needs or concerns to the off-campus directors.

D. Approvals of New Courses
Policy on the Approval of New Courses:
All proposed courses must be approved by the regular contracted on-campus program chair or the subject area faculty specialist in the appropriate subject area faculty specialist in the appropriate subject area, the department chair, and the academic dean, or, in Athens, by the Athens department chair and the associate dean. Courses proposed off campus other than at Athens must be recommended by the campus/center/program director of origin and approved by the off-campus department chair, if any, before being sent to QM for on-campus approval. No course can be considered for approval unless a full course proposal/outline has been prepared and submitted by the proposer of the course. No course can be considered for approval unless there is regular contracted faculty on campus or in Athens qualified to approve the course and qualified faculty to teach it. Courses developed and approved at the Athens campus are sent to the appropriate on-campus department for information. Determination of general education fulfillment for new courses is the exclusive prerogative of the on-campus department, or, in the case of CORE courses, of the General Education Committee.

Courses specific to proposed new programs may not be considered (and certainly never offered) until the program of which they are to be part has been fully approved by the Faculty Assembly and the appropriate administrators, and, where necessary, by the Board of Trustees and appropriate outside approving agencies.

Procedures for the Approval of New Courses:

1. *Courses Proposed by a Regular Contracted Faculty Member On Campus or in Athens in the Department which Will Offer the Course.*

a. The faculty member prepares a detailed course proposal/outline (as described above) for the course covering the items required by his/her department and by appropriate outside approving agencies.

b. The faculty member completes and signs QMS92, "New Course Approval Form" and submits it along with the course proposal to his/her department chair for review. QMS92 asks for information such as prerequisites, course level, general education fulfillment, and other items describing the course and necessary for its approval.

c. If the department chair approves the new course, the course proposal and QMS92 are sent to the dean of the appropriate college/school or the associate dean at Athens for consideration.

d. If the dean/associate dean approves, he/she sends the completed QMS92 along with the course proposal to the Office of Quality Management. If the course is from Athens and if it proposes to fulfill a general education requirement, it must go to the department or the General Education Committee, as appropriate, for approval of the general education fulfillment.

e. When the course has received all required approvals, QM enters it into the official list of courses and notifies the Registrar, originator, director of the catalog, and Director of Academic and Student Services, SCE. When the course was created and approved in Athens, QM also notifies the on-campus department of the addition.

2. *Courses Proposed by Faculty Members Other than Regular Contracted On-Campus or Athens Faculty of the Department which Will Offer the Course.*

a. Courses may be proposed by part-time instructors on campus and in Athens with the approval of the department chair as well as by off-campus faculty with the support of the off-campus director and the off-campus center's department, if one exists.

b. The instructor preparing the course must follow the format contained in QMS45,

"Guidelines for Writing Course Proposals." No element in the guidelines may be omitted.

c. On-campus and Athens department chairs (for on-ampus and Athens part-time faculty) and off-campus directors (and departments, where organized) should review the proposal with the author to see that the proposal is complete and appropriate.

d. On-campus and Athens department chairs, if they approve of the course submitted by an on-campus/Athens part-time instructor, complete and sign form QMS92 and submit it with the proposal to the dean/associate dean. The rest of the procedure for handling the course is the same as for courses proposed by full-time on-campus faculty.

e. An off-campus director, if he/she approves a course developed at his/her campus/center, completes and signs form QMS92 and sends it and the course proposal to the Office of Quality Management. QM will forward the document to the appropriate faculty specialist/program chair. If the faculty specialist/program chair approves the course, he/she signs the QMS92 and submits the materials to the department chair. The procedure then continues as described for other proposed courses except that, when the approved course returns to QM, the off-campus director is also notified. If the faculty specialist/program chair rejects the course, he/she returns it with his/her comments to QM, which sends the proposal back to the originating director.

E. Course Numbering
Policy on Course Numbering:
On-campus department chairs assign course numbers for new courses using guidelines established by the department. Athens department chairs may propose a number, but before they can assign it, they must verify with the Office of Quality Management that the proposed number is available. If no course number is assigned, the Director of Quality Management assigns a number using established department guidelines.

From time to time the entire system of course numbers must be changed. Most recently this was done in 1977 and again in 1990, the first at the inception of QA and the second during installation of the Banner student record system.

Procedures on Course Numbering:
1. The on-campus department chair (or Director of Quality Management) assigns numbers, or the Athens department chair proposes numbers, to new or modified courses based on the following guidelines:

a. The statements on "General Information on Courses" and "Course Descriptions" contained at the beginning of the "Courses" section in the University Catalog.

b. The "Course Numbering System" adapted by the ULV Faculty in Spring 1977 which provide the basis of the catalog statements (see Appendix of Forms).

c. Taxonomy is the responsibility of each individual department.d. Information supplied on the QMS92 submitted with the new course or on the QMS40a, "Course Change Request Form," submitted with the course changes.

2. The number assigned is recorded in the official and electronic files and communicated to the Registrar, originator, director of the catalog, and Director of Student Services, SCE.

3. If the Vice President for Academic Affairs determines that the entire course numbering system must be changed, the change is managed by the Office of QM. It requires the approval of all program and department chairs and the concurrence of affected center/program directors.

F. Course Changes
Policy on Course Changes:
No active course can be changed without the approval of the on-campus chair(s) of the department(s) responsible for the course and of the dean(s) of the appropriate college(s)/school(s) . The only exceptions are courses developed in Athens and taught only in Athens. These can be changed by the Athens chair of the department responsible for the course with the approval of the Athens associate dean. The changes are sent to the appropriate on-campus dean for review. When changes are proposed, every effort should be made to see that programs affected in other parts of the University are given time to comment on them before they are finalized. Changes to courses printed in the ULV catalog become effective on September 1 of the following year, the effective date of the next catalog. The only exceptions to this effective date are additions of general education fulfillment and additions of cross listings. These two can be added at any time.

Procedures on Course Changes:
1. Proposed changes must be made on QMS40a, "Course Change Request Form." If the content of the course is to be changed, a new course outline must be prepared to accompany QMS40a.

2. QMS40a must be signed by the on-campus department chairs of all departments responsible for the course and by all appropriate college/school deans. Changes to

curses which were developed in Athens and only taught there must be signed by the Athens department chairs of all departments responsible for the course and by the Athens associate dean.

3. It is the responsibility of the Director of Quality Management to try to see that all programs and departments, off campus as well as on campus, which might be effected by the change are informed of developments.

4. Once QMS40a is complete, it is forwarded to QM, which records the changes (effective the following September 1) and informs the Registrar, catalog director, initiator, and Director of Academic and Student Services, SCE.

G. Inactivation of Courses
Policy on Inactivation of Courses:
No active course can be inactivated without the approval of the on-campus chair(s) of the department(s) responsible for the course and of the dean(s) of the appropriate college/school(s). The only exception is that courses which were developed in Athens and only taught there can be inactivated with the approval of the Athens chair(s) of the department(s) responsible and of the Athens associate dean. When inactivations are proposed, every effort should be made to see that programs effected in other parts of the University, including SCE, are given time to comment on them before they are finalized. Course inactivations become effective the September 1 of the year following the publication of the last catalog in which the course appeared (i.e., with the effective date of the first catalog which appears without containing the course).

In general, courses (1) which have not been offered for two years or (2) which have not attracted enough students to "make" for three years will automatically be considered for inactivation. Courses which have not been offered for five years will automatically be inactivated.

Procedures on Course Inactivation:
1. Proposed inactivations must be made on QMS40a, "Course Change Request Form," which must be signed by the department chairs of all departments responsible for the course, by all appropriate college/school deans, and by the Director of Academic and Student Services, SCE. QMS40a's for courses developed and used only in Athens must be signed by the Athens department chairs of all departments responsible and by the associate dean.

2. It is the responsibility of the Director of Quality Management to try to see that all programs and departments which might be effected, off campus as well as on campus,

are informed of the proposed inactivation.

3. Once QMS40a is complete, it is forwarded to the Office of Quality Management which places the course file among the inactive courses (effective the following September 1). QM also informs the Registrar, catalog director, initiator, and Director of Academic and Student Services, SCE, of the change and works with the Registrar to see that the change is duly recorded in the computer system.

4. From time to time (e.g., when a new University catalog is being drafted or a program is being deleted) a department may wish to inactivate a number of courses at once. In such a case, the department chair may dispense with QMS40a, and merely communicate the inactivations with a rationale in a single memorandum to the appropriate dean/associate dean for approval. If the dean/associate dean approves, he/she will forward the memorandum with his/her signature to QM. QM will take the same precautions (including obtaining the signature of the Director of Academic and Student Services, SCE) and follow the same procedures as if the inactivations had been forwarded on individual QMS40a forms. A copy of the memorandum will be placed in the file of each course inactivated, and sent to inform the Registrar, catalog director, initiator, and Director of Academic and Student Services, SCE.

6. It is the responsibility of the Director of Quality Manage-ment, in the fall of each year, to determine which active courses have not been offered by ULV for over two years as well as those which have not attracted sufficient enrollment for over three years. The Director will compile a list of these courses and distribute it for comment to all interested deans, directors, and other individuals and departments. The Director will note in his covering memorandum that these courses will be inactivated unless there is sufficient reason to maintain the courses active. If it is decided that some or all of the courses on the list should be inactivated, QM will inactivate them using the covering memorandum along with any subsequent correspondence in lieu of a QMS40a as documentation. In all other respects, the same procedures will be followed for inactivation of courses as outlined above.

H. Reactivation of Courses
Policy on Reactivation of Courses:
The policy on reactivation of former courses is identical to the policy for the Approval of New Courses stated above.

Procedures for Reactivation of Courses:
Courses are reactivated in the same way that new courses are approved. The only exception is that copies of the former course's course outline and documentation should

should accompany the form QMS92, "New Course Approval Form," requesting reactivation when it is sent to the department and college/school for approval. If the request for reactivation does not involve a change in the course outline, a proposal for reactivation can be initiated simply by requesting QM to reactivate the course. The course cannot formally be reactivated, however, until the academic department and its dean have approved. Courses developed and used only in Athens can be reactivated with the signatures of approval of the Athens department chairs of all departments responsible for the course and by the associate dean in consultation with the Director of QM to insure that the course number has not been reused.

Chapter III: Quality Management for Faculty

A. General Policy on Quality Management for Faculty

It is the intent of the University of La Verne that all regular contracted faculty possess a doctoral degree. Program chairpersons and faculty teaching in the doctoral programs must possess a doctorate in the appropriate field. Generally, the academic training required for teaching a course at La Verne is the appropriate doctorate in the general field (usually a Ph.D. but, for some of ULV's professional programs, a D.P.A., Ed.D., or J.D.) with a subfield in the specific area of the course. Individuals who are ABD or with post-master's-degree coursework or individuals with a master's degree and exemplary professional experience may also be considered for teaching. In special cases, such as studio art or music, dance, photography, and physical education (and for Weekend Series), individuals with recognized expertise in the field may be approved to teach part time even though they have not earned a master's degree in the field.All faculty scheduled to teach at the University of La Verne are approved by the appropriate academic department. An application with adequate documentation is submitted when approval is being considered.In order to be considered for teaching at ULV, an individual must have academic training in the subject matter as well as research and/or experience in the field. In addition, applicants must show evidence of, or potential for, quality teaching.

B. Official Records of Faculty Approval

Policy on Official Records of Faculty Approval:

Records of faculty approval are maintained by the Department of Human Resources, individual on-campus departments, college/-school deans, off-campus program/center directors, and QM:

1. On-campus and Athens departments keep full files on all regular contracted and part-time faculty, off campus as well as on campus, who teach for the department. These files include curriculum vitae/résumés, transcripts, letters of recommendation, student evaluations, and other academic information as well as letters of appointment.

2. For regular contracted faculty, with the exception of those in Athens, the Department of Human Resources keeps much the same information, but the Human Resources' file is the official one. The Human Resources' files also contain records pertaining to hiring, promotion, tenure, salary, benefits, degree completion, completion of other education requirements, other information upon which employment decisions are based, and documents required by Federal law. Human Resources also keeps full files on full-time off-campus instructors as well as employment files on part-time off-campus nstructors. Athens keeps these files for Athens faculty.

3. Each dean and the associate dean at Athens keeps files on the regular contracted faculty in the college/school/campus. These contain complete information relating to promotion and tenure decisions including the "Annual Faculty Growth Report and Plan."

4. Off-campus program/center/campus directors (including the directors of EPIC and Weekend Series) keep full files on each of their part-time faculty. In addition, the Dean of the School of Continuing Education keeps a complete file for all part-time instructors who teach at the residence centers.

5. QM maintains the official list of approved part-time faculty, including those in Athens, showing the courses for which each individual has received approval and disapproval, their highest degree and the institution that awarded it, their primary teaching site, and other statistical information needed for institutional research. QM keeps no other documents on faculty except records of collegial reviews and certain student evaluation records.

Procedures for Official Records of Faculty Approval:
1. The Department of Human Resources is responsible for obtaining an employment application, curriculum vitae/résumé, official transcripts, letters of recommendation, proof of right to work in the US, and other application materials from each new full-time employee. Human Resources is also responsible for placing information in the file from the department chair and dean relevant to the employee's qualifications and promotion/tenure decisions. As employment contracts, promotion/tenure/sabbatical information, notification of degree completion, and other items relevant to the faculty member's approval standing come to the Department, Human Resources becomes the official repository for this information too. Human Resources contains the official file of everything related to hiring, promotion, tenure, salary, benefits, and other information upon which employment decisions are based. The Athens associate dean and director of human resources are jointly responsible for maintaining these records on all Athens faculty, understanding that the proof of right to work in Greece is substituted for the proof of right to work in the US.

2. Academic departments are responsible for obtaining teaching applications/letters of application, curriculum vitae/résumés, official transcripts, letters of recommendation, I9's, and W4's from each full-time and part-time instructor. These will usually be copies of the originals in the Human Resources files. The department copy of teaching evaluations should be kept in these files along with a list of courses the instructor has taught and other relevant nformation. In Athens these records are included in one consolidated file for each faculty member.

3. Academic departments are responsible for providing the Department of Human Resources with copies of the curriculum vitae/résumés, official transcripts, I9's, and W4's of each part-time instructor who teaches on campus prior to allowing the instructor to teach. In Athens relevant documents are collected by the Athens associate dean and director of human resources.

4. Each dean and the associate dean in Athens is responsible for keeping files relating to promotion and tenure for each regular contracted faculty member in his/her college/school/campus.

5. Off-campus program/center/campus directors are responsible for maintaining files for all instructors who teach for them. These files should contain a complete application packet as described in Section D below along with copies of instructor approval forms (QMS9), teaching evaluations, instructor reviews, and other relevant information. For the purposes of instructor and course approval, the directors of EPIC and Weekend Series are considered off-campus directors.

6. Each on-campus department will keep files on part-time faculty who teach courses for which the department is responsible. Athens departments keep part-time faculty information in the associate dean's consolidated files and provide copies of this to the on-campus relevant department.

7. The Dean of the School of Continuing Education is responsible for maintaining files for all faculty who work at the residence centers. These files contain originals of the material in the residence center directors' files.

8. QM is responsible for keeping the official list of the courses for which part-time instructors are approved.

9. All faculty, on-campus and off-campus, full-time and part-time are responsible for submitting all application materials, information on education/degree completion, and other relevant information to keep their files current. Regular contracted faculty are also responsible for submitting completed Annual Faculty Growth Reports and Plans.

C. Approval of Regular Contracted Faculty
Policy on the Approval of Regular Contracted Faculty:
Regular contracted faculty at ULV are hired to teach only after a position has been properly created, budgeted, and advertised, and only after a search committee, composed primarily of faculty from the field and related fields but also of appropriate administrators and a student, have carefully examined the qualifications of all the

applicants and have made a selection. The selection and approval process must follow guidelines prepared by the Human Resources Department (or the Athens director of human resources for Athens faculty) and the generally accepted practices in higher education as well as in the particular academic field. It must also keep within the parameters set by PEPPIT and the Faculty Personnel Committee.

Procedures for the Approval of Regular Contracted Faculty:
1. The department, working closely with the dean or associate dean in Athens, documents the need for the position, sees that it is budgeted, and asks the appropriate Human Resources Director to advertise it.

2. After the dean, Vice President for Academic Affairs, and President (or the associate dean and CEO in Athens for Athens faculty) approve the position, the appropriate Department of Human Resources advertises it in the appropriate newspapers and journals as recommended by the department. Résumés and letters of application are requested of applicants.

3. The dean (or associate dean in Athens), with the assistance of the department chair, establishes a search committee, which carefully screens applications, conducts interviews, and makes recommendations on hiring. This is the first--and the principal-- approval the candidate must win, the academic approval.

4. The most favored candidate then completes his/her application file by submitting official transcripts and letters of recommendation. The chair of the search committee, department chair, and/or dean (or associate dean in Athens also telephone(s) references.

5. Once the application file is complete, the department chair (who will usually be the chair of the search committee), dean (associate dean in Athens), Vice President for Academic Affairs, and President must also approve the candidate. Prior to an offer of employment being made, the appropriate Director of Human Resources will review for possible discriminatory practices in an effort to reduce the possibility of law suit against ULV and its administrators.

6. Offers of employment are contingent upon the individual providing proof of right to work in the US (or in Greece).

7. No oral or written agreements or commitments made by any representative of ULV regarding compensation, benefits, tenure, promotion, continuation of employment, conditions of employment, and the like will be valid if they vary from established policy as delineated in PEPPIT and/or the Faculty Handbook unless such agreements or

commitments are approved in writing by the Vice President for Academic Affairs and the President of the University (or by the associate dean and CEO in Athens).

8. After a regular contracted member of the faculty has been hired, it is generally the responsibility of the department chair, in consultation with the faculty member, to decide which courses the faculty member should be allowed to teach.

D. Appproval of Part-Time Faculty
Policy on Approval of Part-Time Faculty:
The policy on the approval of full-time faculty applies to the approval of part-time faculty except that ULV typically does not advertise specific part-time faculty positions (as opposed to openings in fields) and rarely establishes formal search committees to screen applicants for such positions. Part-time faculty are approved by the appropriate regular contracted faculty member from the department in which the person will teach, generally the department or program chair. As in the case of full-time applicants, part-time candidates may not be approved until they have submitted a complete packet of application materials. Part-time instructors are approved to teach on a course-by-course basis, while full-time instructors are generally approved to teach fields or sub-fields of study. No part-time instructor may be approved to teach more than five courses in any request for approval. The policy for the approval of part-time faculty is the same off campus as it is on campus, but the approval procedures differ slightly.Part-time faculty are not issued contracts; they are issued letters of appointment which do not require written acceptance. Most part-time faculty are hired on a course-by-course, term-by-term basis, but Department Associates may be hired with year-by-year letters. Part-time letters do not commit to future or continued employment. Part-time faculty may be terminated at any time.

Procedures for Approval of All Part-Time Faculty:
On-campus and Athens part-time faculty are usually hired by department chairs with the approval of the appropriate dean or associate dean in Athens; off-campus part-time faculty, if previously approval by the department, are hired by program/center/campus directors with the approval of the Dean of SCE. The approval process starts with the department chair on campus and in Athens and generally with the program/center/campus director off campus. Department chairs have the authority to approve the part-time faculty they select to teach; off-campus part-time faculty must be approved by the appropriate on-campus program and/or department chair before they are scheduled to teach. This is the reason that approval procedures differ for on-campus part-time faculty and their colleagues off campus.

Nevertheless, no one, neither on campus nor off campus, may be approved to teach for

ULV unless an application packet containing the following items has been prepared and evaluated:

a. Application letter (on campus), employment application (on campus), or "Part-Time Teaching Application" (QMS43) (off-campus and in Athens)

b. Curriculum vitae/professional résumé.

c. Official transcripts showing all relevant courses and degrees.

d. Notes/letter by the department/program chair or program/site director based on a personal interview with the candidate stating why the individual should be approved/hired, noting such things as teaching experience, academic preparation, etc. An "Instructor Interview" form may be used for this purpose.

e. Three letters of recommendation.

1. **Procedures for Approval of On-Campus and Athens Part-Time Faculty:**
   a. After a department chair identifies the need for a part-time instructor and obtains the dean's approval (associate dean in Athens), he/she finds a résumé in his/her potential instructor file of a person with the background to teach the course in question.

   b. The chair then contacts the potential instructor and asks him/her to submit official transcripts and three letters of recommendation to complete the application file.

   c. After the file is complete, the chair (and the associate dean in Athens) interviews the candidate. If the chair concludes that the individual is qualified, he/she completes an "Instructor Approval Form Cover Sheet" (QMS9), retains a copy for the departmental files (campus files in Athens), and sends the remaining copies to QM.

   d. QM logs the approval, places the QM copy of QMS9 in the approved instructor log book, and sends Human Resources its copy of QMS9 (along with a copy of the curriculum vitae/résumé if it is a first-time instructor at ULV). Before logging approval of Athens part-time faculty, QM sends a copy of the instructor packet to the appropriate dean for review.

   e. Human Resources will not approve a letter of appointment for a part-time instructor to teach a course for which there is no signed QMS9 on file approving the instructor the teach the specific course.

2. **Procedures for Approval of Off-Campus Part-Time Faculty (excluding Athens)**:

a. Off-campus program/center directors must anticipate their need for part-time instructors and actively recruit them in order to obtain approval for them before a need arises for them to teach.

b. Off-campus directors use the same general guidelines on instructor qualifications that on-campus department chairs use. In addition, to assist off-campus directors determine whether candidates have the qualifications for approval, most departments have prepared specific lists of academic, professional, and teaching qualities that they look for when evaluating potential instructors. The current lists are contained in Appendix B.

c. For each instructor recruited, the director must assemble an application packet including an application form (QMS43), curriculum vitae/résumé, official transcripts, and three letters of reference. For the latter the "Instructor Reference Form" is available, but other letters of reference are acceptable. Applicants who have not yet prepared curriculum vitae/professional résumés should use QMS44, "Guidelines for Curriculum Vitae/Professional Résumé" as a guide. Several instructor interview forms are available and can be used, but a letter from the director commenting on the need for the instructor, the instructor's qualifications, and the instructor's approach to teaching is an acceptable substitute. Where possible, candidates should also be interviewed by the Department/Program Chair, designated regular contracted faculty, designated Special Assignment Faculty, or designated Department Associate, and his/her written notes and comments on the candidate included in the packet.

d. When the application packet is complete, the director must complete the bottom of the Teaching Application (QMS43) indicating which courses he/she wishes the applicant to be considered to teach and send the whole packet to QM. No more than five courses can be submitted. Residence center directors should send the packet to the Dean of SCE for forwarding to QM.

e. QM will log in the packet, prepare an "Instructor Approval Form Cover Sheet" (QMS9) for the instructor, and send the packet and cover sheet to the appropriate Department/Program Chair. If courses from two departments are included in the request, QM will have to prepare two QMS9 forms and send the packet to different programs specialists, one after another.

f. For each course included on the cover sheet, the Department/Program Chair can either approve the applicant to teach, disapprove the applicant for teaching, or approve him/her with conditions. Frequently, program specialists will approve some

courses, disapprove others, and put conditions on still others. When the Department/Program Chair has made his/her decision, he/she indicates the decision on QMS9, signs it, and returns it and the packet to QM.

g. After QM has received responses from the Depart-ment/Program Chair(s), QM enters the information in the database, places the QM copy of QMS9 in the log book of approved instructors, sends Human Resources its copy of QMS9 (along with a copy of the curriculum vitae/résumé if it is a first-time instructor at ULV), and returns the packet with the SCE copy of QMS9 to the appropriate program/center director or to the Dean of SCE.

h. Only after the off-campus program/center director has received approval for an instructor to teach a course can the director schedule the instructor to teach the course.

3. Part-Time Faculty Scheduled On Campus and Off Campus:
Once an individual has been approved to teach a course, he/she can teach it on or off campus unless this approval is subsequently revoked. Additional courses cannot be taught unless they too are individually approved.

E. Conditional Approval of Part-Time Faculty
Policy on Conditional Approval of Part-Time Faculty:
Part-time faculty applicants may be fully approved to teach a course, disapproved, or approved with conditions. The Department/Program Chair can set any number of conditions, from the insistence that additional application materials be submitted to the requirement that the instructor's teaching be observed and evaluated. Until all of the conditions have been met and submitted to the Department/Program Chair for approval, an instructor cannot be considered fully approved.

Procedures for Conditional Approval and Removal of Conditional Approval:
1. When evaluating an applicant for part-time teaching, a Department/Program Chair can place any reasonable conditions on the approval of one or more courses. Often Department/ Program Chairs will fully approve one course, disapprove another, and grant conditional approval on a third. Example conditions are as follows:
    * May be taught one time only.
    * Must be carefully reviewed after the first course.
    * Must submit an official transcript showing terminal degree.
    * Must provide documentation for work experience.

2. When conditions are placed on approval, the program/center director must meet the

conditions before the instructor can be considered fully approved for the course.

3. "Meeting the conditions" usually means resubmitting the instructor's application packet with the additional material requested. The packet is submitted to QM, which handles it precisely as if it were any other request for instructor approval. The "Instructor Approval Form Cover Sheet" (QMS9) is prepared for the Department/Program Chair who considers the resubmission and then responds to QM. The department/program chair may fully approve the instructor for the course, disapprove him/her on the basis of the new information, or approve with new conditions. For Athens part-time applicants, conditional approvals are set and removed by Athens departments, but copies of the QMS9 forms documenting this are submitted to the appropriate on-campus dean to review and QM to file.

F. Emergency Approval of Part-Time Faculty
Policy on Emergency Approval of Part-Time Faculty:
When scheduled instructors suddenly and unexpectedly withdraw from their commitments and no other approved instructors are available, the appropriate dean or the Vice President for Academic Affairs or the associate dean in Athens may give an emergency approval for an individual to teach one course for one time. No instructor may ever be given more than one emergency approval because, by definition, emergency approvals are only granted when an instructor without a complete application packet is needed to teach in a situation which could not be anticipated. After an emergency approval has been granted, the applicant must complete his/her application packet before he/she may be scheduled to teach again.

Emergency approvals are only to be requested and granted in emergency situations, not merely because an applicant's application packet is not complete nor because the department/program chair has disapproved the instructor to teach the course in question. In most cases a conditional approval (generally, a one-time only approval) should be requested rather than an emergency approval. If the applicant has submitted as much as a résumé or unofficial transcripts, this is sufficient to request conditional approval pending receipt of the complete official application packet.

When a conditional approval is requested by an off-campus director in an emergency situation and the approval is not granted by the Department/Program Chair, the off-campus director may appeal the decision to the appropriate dean and then to the Vice President for Academic Affairs.

Procedures for Emergency Approval of Part-Time Faculty:1. The department chair/SCE director faced with an emergency need for an instructor should first try to get a

conditional approval for the instructor selected to fill the unexpected need. Only if a conditional approval cannot be obtained through the normal approval channels should an emergency approval be requested.

2. To obtain an emergency approval, the department chair/off-campus director must send a written request for the approval to the dean.

3. The dean, if he/she approves the emergency approval, will notify the chair/director as well as QM.

4. If the dean rejects the emergency appeal, the chair/director may appeal to the Vice President for Academic Affairs.

5. QM will put the dean's (and Vice President's, if appropriate) signed emergency approval/disapproval into the approved instructor notebook as a record that the emergency approval was granted/rejected. This record also helps assure that the instructor is not granted a second emergency approval.

6. In Athens these steps are streamlined because the associate dean has the power to grant emergency approvals. Copies of emergency approvals granted by the Athens associate dean are sent to QM and filed with the instructor's other approvals.

G. Approval of Part-Time Faculty to Teach Additional Courses
Policy on Approval of Part-Time Faculty to Teach Additional Courses:
Part-time faculty may be considered for approval to teach courses additional to those requested in the initial application to teach. Each additional course must be approved separately by the appropriate on-campus or Athens Department or Program Chair. Approval of no more than four additional courses can be requested in any single request. In general, part-time instructors should never be approved for a total of more than five courses, and then only if the courses are in a related field. When a department or program chair (or a center or program director or the associate dean at Athens) judges it necessary and desirable to request the approval of additional courses beyond these limits, the chair or director must either remove an equivalent number of previously approved courses from the instructor's list or appeal to the appropriate dean and to the Vice President for Academic Affairs for approval of additional courses beyond the maximum.

Procedures for Approval of Part-Time Faculty to Teach Additional Courses:
1. Department/program chairs may approve part-time instructors to teach additional courses with their dean's (or associate dean's in Athens) concurrence if the maximum

number of course approvals is not exceeded.

2. Off-campus directors may request approval for instructors to teach additional courses by completing QMS8, "Instructor Sub-sequent Approval/Removal Request," and submitting it to QM along with the instructor's entire application packet and any student evaluations, instructor reviews, documentation showing previous approvals, or other pertinent information that has accumulated on the instructor.

3. QM will process the request in the same way that it handles initial requests for approval as described above.

4. When approval of more than a maximum total of five active course approvals is proposed, *either* an equivalent number of previously approved courses over the maximum must be removed (as provided in §III.H) *or* the appropriate dean and the Vice President for Academic Affairs must approve (in addition to the program/department chair).

  a. To appeal for approval of courses beyond the maximums, the department/program chair or center/program director or Athens associate dean completes the appropriate section of QMS8 providing an explanation for the request and sends it with the instructor packet to QM (or directly to the Vice President for Athens, skipping the next two steps).

  b. QM logs the request and sends it along with a completed QMS9 signature cover sheet to the department/program chair.

  c. If he/she approves and signs, it is forwarded in turn to the dean and Vice President for Academic Affairs.

  d. If chair, dean (or associate dean in Athens), and Vice President approve, the appeal is approved. If any disapprove, the appeal is denied.

  e. The completed QMS8 and attached documents are returned to QM which processes them as any other course approval.

5. As in all other cases, an instructor can be scheduled to teach an additional course only after he/she has been approved to teach the course by the appropriate on-campus or Athens department/program chair.

H. Removal of Faculty Previously Approved or Some of Their Courses
Policy on Removal of Faculty Previously Approved or Some of Their Courses:

It is in the nature of a university faculty in a dynamic learning environment that approved part-time faculty and courses will need to be renewed on a regular basis. Among the reasons why individuals may need to be removed from the list of approved part-time faculty are changes in job or place of residence on the part of the instructor, curriculum changes by ULV, and the approval of new part-time instructors who better meet ULV 's needs. Individual courses may need to be removed from the list an instructor is approved to teach for such reasons as the course has been deleted, the program no longer needs the instructor to teach it, its content or direction has changed significantly, or the instructor prefers to teach other courses. To provide for the removal of approved faculty and approved courses from continuing faculty is a necessary part of the smooth running of the Quality Management System.

When a center/campus/program director/associate dean at Athens, on the one hand, and the department/program chair, faculty liaison, or faculty specialist, on the other, are in agreement that a particular part-time faculty member needs to be removed from the list of approved instructors, they can jointly remove him/her. However, if they are not in agreement, the part-time instructor can only be dismissed after a collegial review and evaluation by a regular contracted faculty member. The final decision rests with the appropriate dean (associate dean in Athens) in consultation with the reviewer, program chair/faculty specialist, and center/program director.

Procedures for Removal of Faculty Previously Approved or Some of Their Courses:
1. When a department/program chair (or faculty specialist) or center/program director/associate dean at Athens wishes to remove an individual from the list of approved part-time faculty or to remove some of the courses for which an individual was previously approved, he/she consults with the reviewer, program chair/faculty specialist, and center/program director, completes the appropriate section of QMS8 and submits it with the instructor packet to QM. (The same QMS8 can be used to simultaneously remove approved courses for an instructor and request approval of additional courses.)
    a. If the chair/specialist and director agree to the removal of an instructor, they can jointly remove him/her.

    b. If the chair/specialist and director do not agree to the removal of an instructor, the chair/specialist (or his/her designee) must conduct a collegial review and evaluation before the final decision is made.

2. If the request is to remove an instructor, QM deletes the individual from the list of approved instructors and files the QMS8 and the QMS9 forms with the former instructors. If the request is to remove courses, the QMS8 is filed with the instructor's QMS9 forms to show that the instructor was formerly approved for the course(s).

If the request is to simultaneously remove and request approval for new courses, a QMS9 cover sheet is prepared for the additional courses and sent along with the QMS8 and instructor packet to the department/program chair. When this packet returns to QM, it files a copy of the QMS8 with its copy of the signed QMS9 in the approved instructor binder. QM also notifies Human Resources of the deletion. In Athens these changes are made jointly by the associate dean and department chair and their decisions are forwarded to the appropriate dean for review and filing in the QM instructor approval file.

I. Appeals of Part-Time Faculty Disapprovals
Policy on Appeals of Part-Time Faculty Disapprovals:
It is the prerogative of the regular contracted on-campus and Athens department/program chair to approve part-time instructors. Nevertheless, the director may feel a need to appeal. In such cases, the director may appeal first to the department appeals committee and/or chair, then to the department's dean, and finally to the Vice President for Academic Affairs.

Procedures for Appeals of Part-Time Faculty Disapprovals:
1. If a director receives a disapproval that he/she sincerely and strongly feels was undeserved, he/she needs first to try to meet the objections and/or requests stated by the department/program chair in explaining the disapproval. In some cases it will be necessary for the director to contact QM or the department/program chair directly to ascertain the reasons for the disapproval.

2. The director should obtain additional supporting documents to support his/her appeal and submit these through QM to the department/program chair. QM will process this request as it does any instructor approval, starting with logging the request and completing QMS9, "Instructor Approval Form Cover Sheet."

3. If the director is dissatisfied after appealing to the department/program chair, he/she may appeal directly to the department's dean, and then to the Vice President for Academic Affairs. All of the additional appeals should be done in writing or in person.

4. When a conditional approval is denied in an emergency situation, the director may request an emergency approval.

J. Student Evaluations of Teaching
Policy on Student Evaluations of Teaching:
Every instructor who teaches for ULV is to be evaluated by the students in each course that he/she teaches before the conclusion of the term. A standardized evaluation

questionnaire, circulated in the classroom to the students, is completed and collected in the instructor's absence. The evaluation is kept confidential until after the instructor submits his/her course grades to the Registrar. SCE center/campus/program directors review the questionnaires completed in courses offered by their center/campus/program before they are sent to the central campus and take corrective action with center/campus/program faculty/courses as appropriate as soon as possible. Once the completed questionnaires have been tabulated, they are reviewed and corrective action is taken as appropriate. At a minimum, deans (and the associate dean in Athens) review questionnaires from courses taught by regular contracted faculty; department chairs review those from departmental courses (part time and full time, on campus and off campus); program chairs review courses in their programs; and faculty specialists review courses for which they are responsible.

Procedures for Student Evaluations of Teaching:
1. The dean of each college or school (including the Associate Dean at Athens) is responsible for seeing that all courses under his/her college/school/campus are evaluated. The Directors of EPIC and Weekend Series are responsible for seeing that instructors/courses in their programs are evaluated.

2. The on-campus Faculty Personnel Committee is responsible for seeing that the "Teaching Evaluation Form" is appropriate. Currently, the evaluation form has a multiple choice quantitative section which is tabulated by computer and compared across the University as well as a brief-answer qualitative section where students are asked to describe the most and least satisfactory aspects of the course.

3. Each term the dean of every college/school or his/her designee(s) (or the associate dean at Athens) sees that sufficient Teaching Evaluation Forms are distributed. Included with the forms are instructions on how to administer the evaluation and a self-addressed return envelope.

4. Faculty are instructed to schedule time for the evaluation during the last or second-to-the-last class meeting before the final exam. One student or coordinator in each class is asked to distribute the evaluation forms to the class while the instructor steps out of the room. Students complete the evaluations and return them to the proctor who in turn puts the evaluations in the return envelope and forwards it to the center/program director (off campus), dean (on campus), associate dean at Athens, or his/her designee.

5. Upon receipt of the evaluations, the center/campus/program director (off campus), associate dean in Athens, dean (on campus), or designee unseals the envelope and examines the results.   The center/campus/program director (off campus) will take

corrective action as appropriate if evaluations have not been submitted for all classes or if any evaluations are poor even before sending the completed questionnaires to the central campus.

6. After the dean (or associate dean at Athens) makes sure that evaluations have been received for all courses offered under his/her responsibility that term, the entire group of evaluations is forwarded to data processing. If evaluations were not completed in any class, the dean should determine why and take appropriate action.

7. Data processing inputs the quantitative portions of the on-campus evaluations into the computer, batching the evaluations for whole terms so that comparisons can be made. SCE processes its own evaluation to hasten responses to SCE directors and instructors. The dean (or associate dean at Athens) is responsible for forwarding a copy to the instructor and to the department and/or program chair. Off-campus center/program directors and the directors of EPIC and Weekend Series are sent copies of the statistical analyses for courses offered in their programs along with the students' handwritten comments for these courses.

8. The deans (or the associate dean at Athens) are responsible to insure the storing of the original evaluation forms with the students' handwritten comments for three years and for keeping the statistical analyses from all courses in their jurisdiction for as long as the instructors are teaching for ULV.

9. The deans (or the associate dean at Athens) are responsible for making the handwritten evaluation forms available to instructors. In general, instructors may see the original evaluations one week after they turn in their grades for the course, if the evaluations are ready. Instructors who receive poor evaluations--defined as evaluations which receive 2.6 or higher for the overall mean--may not see the handwritten evaluations, at least not for courses offered on campus. Instead, on campus at least, the deans are responsible for preparing typewritten summaries of the students' comments recorded in the brief-answer section of the evaluation.

10. Each dean (or the associate dean at Athens) is responsible for documenting the action taken by department chairs (on campus) and program/center directors (off campus) concerning instructors with poor evaluations (overall means of 2.6 or higher*). To do so, department chairs and program/center directors complete an "Action Report on Teaching Evaluations" (QMS74) each semester/term listing the number of courses offered, the number evaluated, and the number with overall means above 2.6 as well as action taken regarding the means below 2.6. *[From 1977 until 1992 the evaluation scale went from a high positive of 1 to a low negative of 6. During this period poor evaluations were*

defined as an overall mean of 2.6 or above. In 1992 the scale was reversed, making 6 high positive and 1 low negative. Consequently, for a part of 1992 and 1993 "poor" was defined as those with overall means below 3.4. The evaluation scale was returned to a high positive of 1 in 1993.]

a. Original copies of Action Reports are submitted to the appropriate Deans.

b. Copies of all Action Reports are sent to QM.

11. QM is responsible for spot-checking to see that all courses offered by the University are evaluated, for seeing that directors complete Action Reports, and for maintaining the file of Action Reports.

K. Obtaining Student Feedback During the Term/Semester
Policy on Obtaining Student Feedback During the Term/Semester:
Every ULV instructor is encouraged to develop means by which to get feedback from his/her students in each class during the course of the semester/term. Feedback should involve more than quizzes, exams, and papers, seeking to determine the climate of the classroom as well as measuring learning that is taking place.

Procedures for Obtaining Student Feedback During the Term/Semester:
1. Many instructors have developed successful means of obtaining student feedback through informal discussions, short-answer one-minute quizzes, and other techniques.

2. The Director of Institutional Research is responsible for providing information on evaluation techniques used successfully and reported in the literature. Examples are the methods described in *Classroom Assessment Techniques: A Handbook for Faculty* by Pat Cross and Thomas Angelo.

L. Collegial Reviews
Policy on Collegial Reviews:
The classes of ULV part-time faculty are visited on a systematic, periodic basis by regular members of the ULV faculty. In general, visits are made by regular contracted faculty, but Department Associates are sometimes asked to make reviews. New part-time faculty are usually reviewed in their second term of teaching; faculty who receive poor student evaluations are reviewed as soon after they receive the warning-sign evaluations as possible. Ideally, all part-time faculty are reviewed once each year for the first three years at the end of which time they are evaluated for promotion to adjunct professor. Part-time faculty who receive satisfactory student evaluations and who have worked for ULV for many terms are reviewed systematically, a few per term. Regular contracted faculty are also reviewed systematically, the reviews being conducted by department

chairs and deans. The appropriate deans (or the associate dean at Athens) are responsible for seeing that instructors teaching in their programs are reviewed on a regular basis. Deans typically delegate this responsibility to department/program chairs who work in conjunction with the SCE center/campus/program directors.

Procedures for Reviews of Regular Contracted Faculty:

Each dean (and the associate dean at Athens) is responsible for visiting at least one class session of all regular contracted faculty in his/her college/school/campus at least every other year. Deans (and the associate dean at Athens) may delegate this responsibility to department chairs. Where potential for real or perceived conflict of interest exists in the review of regular contracted faculty (e.g., because a dean or chair teaches in a program), arrangements for alternate reviewers should be made.

Procedures for Reviews of On-Campus Part-Time Faculty:

1. The deans (and the associate dean at Athens) are responsible for seeing that at least one class session of all new part-time faculty is visited during their first term teaching at ULV.

2. The deans (and the associate dean at Athens) are also responsible for seeing that a class session or two of those part-time faculty with poor student evaluations is visited during the first term that the instructor teaches after receiving the poor evaluation.

3. Deans (and the associate dean at Athens) may delegate this responsibility to department chairs.

4. The collegial visitors should observe the part-timer's teaching style, check to see that what he/she is teaching addresses the requirements for the course, make sure that the reading materials are appropriate, and make other observations pertinent to the course and teaching. Deans (and the associate dean at Athens) may direct reviewers to utilize the same forms used in reviewing off-campus part-time faculty (QMS25 and QMS52), or they may devise other forms or formats.

5. The collegial visitors are to report their observations to the department chair and to the dean (and the associate dean at Athens) in writing, using QMS25, "Instructor/Course Review Report Form," or another format specified by the dean.

6. The deans (and the associate dean at Athens) are responsible for making appropriate responses to these reports, and for sending a copy of each report along with the dean's follow-up actions to the Vice President for Academic Affairs.

7. Department chairs are responsible for seeing that the results of the reviews are shared with the faculty who are reviewed.

Procedures for Reviews of Off-Campus Part-Time Faculty:

1. The appropriate deans are responsible for seeing that at least one class session of all new part-time faculty is visited during their first or second term teaching at ULV. The deans are also responsible for seeing that a class session or two of those part-time faculty with poor student evaluations is visited during the first term that the instructor teaches after receiving the poor evaluation.

2. Center/campus/program directors and department/program chairs are collectively responsible for arranging collegial reviews of off-campus part-time faculty by full-time on-campus faculty (or department associates as determined by department program/chairs.

    a. For part-timers who teach in the Los Angeles region, reviews are arranged at the rate of two or three per program or location per term, focusing on new part-time faculty or those who received poor student evaluations.

    b. For part-timers who teach at distant centers, reviews by Special Assignment Faculty, faculty liaisons, and department associates are arranged or by on-campus faculty or appropriate administrators when they visit the centers. Center/campus/program directors are responsible for monitoring the quality of their instructors and for notifying the dean, Vice President for Academic Affairs, or QM, if a need for a special review visit arises.

3. In arranging reviews, it is the center/campus/program director's responsibility to find a date and time convenient for both the instructor and the reviewer and to provide the reviewer with the instructor's curriculum vitae/résumé and current course syllabus and outline, driving instructions and other pertinent information (including a map) needed to get to the classroom, the name and phone number of the instructor (and the coordinator, if there is one), the number of students in the course, and the beginning and ending dates of the course.

    a. The director is responsible for providing the instructor being reviewed with a copy of QMS52, "Guidelines for Collegial Review of Instructor/Course," as well as any further explanation and information necessary for the instructor to get the most out of this collegial opportunity.

    b. QM provides the reviewer with a copy of QMS52, "Guidelines for Collegial Review of Instructor/Course" and QMS25, "Instructor/Course Review Report Form."

4. Reviews by on-campus faculty and administrators of part-time instructors at distant centers are arranged by QM as part of Site Reviews by faculty and administrators. QMS52, QMS25, the ULV Expense Report, and the Pay Advice are all used in the same manner as in other collegial reviews.

M. Evaluation of Course Assessments
Policy on Evaluation of Course Assessments:
Along with syllabi, evaluations by students, student written work, and student projects, some of the most valuable documents for assessing what occurs in the classroom are the examinations which are given in each course. The syllabus lays out the instructor's goals, objectives, outline, and intended outcomes, but the examinations provide evidence on just how well those goals and objectives were met, how much of the outline was covered, and how many of the intended outcomes the instructor believed were actually achieved. The style of examination, its rigor and incisiveness, the extent to which it challenges the students, its creativity, and its timeliness also give a portrait of the instructor: how current he/she is in the field, how much she/he relies on a single textbook, and so forth. Although written examinations are not a required part of every ULV course, most courses include a written final examination. Exceptions include some physical education activity and team sports courses as well as some studio art courses. It is La Verne policy to review course examinations of part-time instructors on a regular basis.

Procedures on Evaluation of Course Assessments:
1. Part-time instructors are responsible for submitting their course examinations to the department/program chair (for on-campus and Athens instructors) or center/campus/program director (for off-campus instructors) at the end of each term.

2. Center/campus/program directors are responsible for submitting the examinations they receive to the appropriate on-campus department/program chairs for regular and systematic review.

3. Department/program chairs are responsible for reviewing examinations in their fields and providing appropriate feedback to the instructors and to the center/program directors.

4. Once reviewed, it is the responsibility of the department/-program chair to see that the examinations are placed in the instructors' portfolios (see next item).

N. Portfolio Assessment
Policy on Portfolio Assessment:

The University of La Verne believes that faculty should participate in their own assessment. Course-by-course student evaluations and periodic collegial reviews do not provide a complete picture. Regular contracted faculty complete an Annual Faculty Growth Report and Plan each year as well as the Guidelines for Faculty Workload Equivalency. In addition, regular contracted and part-time faculty are all encouraged to place documents illustrating their teaching and scholarly activity into permanent files (portfolios). These documents normally consist of such items as published articles, papers read at professional conferences, and copies of professional award citations illustrative of scholarly endeavor, as well as such things as exemplary final examinations, syllabi, student term papers, and student research findings demonstrating excellence and/or creativity in teaching. Video and audio tapes may be included as well as records of artistic and other creative activity. Material in faculty portfolios is read and viewed along with student evaluations and collegial reviews in making decisions related to rehiring and promotion.

Procedures on Portfolio Assessment:
1. Portfolio files for regular contracted faculty are maintained by the appropriate dean or the associate dean at Athens.

2. Portfolios for central campus part-time faculty and for Department Associates are maintained by the appropriate academic department/program chair.

3. Portfolios for SCE programs and centers are maintained by the appropriate SCE program/center chair.

4. Portfolios for special programs such as EPIC, Weekend Series, and the off-campus religion programs are maintained by their respective directors.

5. Department/program chairs may keep duplicate portfolios for regular contracted faculty and off-campus part-time faculty in their department/program offices.

6. The Dean of SCE may keep duplicate portfolios for all faculty in SCE.

7. Faculty members are encouraged to keep a duplicate portfolio of all items submitted for inclusion in their official portfolios.

O. Evaluation of Part-Time Faculty and Their Pomotion to Adjunct Professor and Senior Adjunct Professor
Policies and Procedures for the Evaluation of Part-Time Faculty and Their Promotion to Adjunct Professor and Senior Adjunct Professor:

In December 1995 the Faculty Assembly approved a formal statement on the evaluation of part-time faculty and established a promotion system for part-time faculty that leads from Adjunct Instructor to Adjunct Professor to Senior Adjunct Professor. The policies and procedures for these are detailed in PEPPIT, §IXD-E. It is the responsibility of the Office of Quality Management, working in conjunction with the Department of Human Resources, to identify part-time faculty in their fourth and eighth years of teaching at ULV and report their names to the appropriate deans and departments so that they can be evaluated for promotion on schedule.

P. Faculty Degrees
Policy on Faculty Degrees:
The University seeks diversity in its faculty, looking for the contribution of traditionally trained individuals with terminal degrees as well as of those practicing in their fields. It also seeks diversity in where graduate degrees were awarded, including hiring graduates from some of its own programs.

Each department will have a faculty sufficiently diverse in formal educational preparation to cover the major areas of study in the degrees offered by the department.

Although the doctoral degree is not the only measure of a faculty member's knowledge and skill, it is the most recognized and respected measure. Consequently, it is ULV's goal to hire faculty to teach courses in fields which they possess doctoral degrees. The University has established the following quality indicators regarding faculty degrees:
* 90% of all part-time faculty should have taken courses in the areas in which they teach.
* 80% of all regular contracted faculty should have the doctorate and have taken post-master's courses in all areas in which they teach.
* 75% of all part-time faculty teaching graduate courses should have the doctorate or have taken post-master's courses in all areas in which they teach.
* 50% of all part-time faculty teaching undergraduate courses should have the doctorate.

Procedures for Reviewing Faculty Degrees:
1. It is the joint responsibility of the Office of Institutional Research and QM to tabulate the highest degrees possessed by the faculty teaching at ULV and to compare this data with the goals set by policy. The data should be broken down by program and center as well as regular contracted and part time and graduate and undergraduate.

2. If any of the figures do not show a trend consistent with the Policy on Faculty Degrees stated above, the inconsistency should be analyzed, and the figures and analysis

reported to the Vice President for Academic Affairs.

Q. Faculty Recruitment

Policy on Faculty Recruitment:

To obtain sufficient pools of qualified applicants and to endeavor to insure diversity in these pools, it is ULV's policy to advertise faculty openings. Regular contracted openings are advertised in appropriate professional publications as well as the general media as appropriate. Appointed search committees screen applications, interview the best candidates, and make recommendations for hiring.

Part-time faculty needs are usually advertised in the general media in the geographic area surrounding the center or program site where instruction is to take place. A pool of prospective instructors is interviewed and submitted through QM for approval. Every effort is made to insure diversity in the pool of qualified, approved part-time faculty at every center and in every program. It is ULV's intention to advertise for part-time faculty only when there is an anticipated need so that instructors recruited can actually be scheduled to teach and not merely appear on a list of individuals approved to teach.

Procedures for Faculty Recruitment:

1. Regular Contracted Faculty: Whenever a regular contracted faculty position becomes available, it must be advertised and filled through guidelines established by the Human Resources Depart-ment (or the Athens Human Resources Director).

   a. Advertisements should be worded and placed as recommended by the department, dean, and Vice President for Academic Affairs. Advertisements should be placed in publications that are likely to attract women and minorities to the applicant pool.

   b. A search committee, appointed by the Vice President for Academic Affairs (or the associate dean at Athens) in consultation with the department chair and dean, screens the applications, interviews a short list of candidates, and makes recommendations concerning hiring.

2. Part-Time Faculty: Whenever a center/campus/program director, in consultation with appropriate department/program chairs, faculty liaisons, and/or department associates, judges that the available pool of approved part-time faculty must be increased, she/he should advertise for faculty in publications distributed in the area where courses will be offered. Publications should be included which are likely to be read by qualified women and minorities.

   a. With the assistance of the appropriate department/program chairs, faculty liaisons, and/or department associates, the center/program director screens the applications

and requests transcripts, letters of recommendation, and other supporting materials from the most qualified candidates.

b. As each teaching packet is complete, the center/campus/program director sends the packet through QM for approval.

R. Faculty Development
Policy on Faculty Development:
The University of La Verne supports its faculty in developing their knowledge and skills in their fields, in conducting research and publishing in their areas of specialization, in participating actively in professional organizations, in creative pursuits, in learning new technologies, and in improving their teaching. Regular contracted faculty are supported primarily by sabbaticals and other leaves, Faculty Professional Support Committee grants, in-house training sessions, retreats, library materials and equipment, and electronic communication with colleagues and databases around the globe. Part-time faculty can apply for Faculty Professional Support Committee grants, participate in certain in-house training sessions, and use most library materials and equipment. In addition, as a condition of continued appointment, all part-time faculty members are expected to attend at least two faculty meetings annually for the center/program in which they teach and, ideally, one on-campus faculty workshop each year. Athens has its own Faculty Professional Support Committee which works exclusively with Athens faculty.

Procedures for Faculty Development:
1. It is the responsibility of the Vice President for Academic Affairs and the academic deans (or the associate dean at Athens) to see that all faculty, regular contracted and part time, are aware of the development opportunities available to them.

2. It is the responsibility of the Vice President for Academic Affairs and the deans (and the associate dean at Athens) to see that sufficient funds are available for sabbaticals, workshops, conferences, library resources, and other necessary components of an active and productive faculty development program.

3. It is the responsibility of department/program chairs and center/campus/program directors to see that their faculty participate in faculty development, especially mandatory meetings and workshops.

4. It is the responsibility of each faculty member, part time as well as regular contracted, to participate in faculty development.

Chapter IV: Quality Management and Scheduling

A. Developing Academic Calendars
Policy on Developing Academic Calendars:
As part of its mission, "the University has developed...programs for the adult learner at a variety of sites...[for] a student body diverse in age...." Implicit in this is the need to offer courses at times convenient for working adults in different fields and institutional cultures. The traditional two-semester format or more innovative 4-1-4 calendar may work well for traditional-age students at the central campus, students in the College of Law, and for students in a few other La Verne programs/locations, but non-traditional students, both undergraduate and graduate (including doctoral), generally expect and often require non-traditional term structures, usually based on a year-round calendar. After having postponed their higher education for years, non-traditional students tend to be highly motivated learners determined to accelerate their studies as rapidly as academically practical and logistically feasible. Consequently, La Verne has been willing to design accelerated terms of 8, 10, 11, and 12 weeks for different programs and centers utilizing nights, weekends, holidays, and summers as well as traditional course meeting times.

No matter how many weeks in the term, however, La Verne adheres to the Carnegie Unit and only offers semester units/hours of credit. ULV defines its Carnegie Unit as 15 contact hours of lecture for each semester hour/unit of credit awarded. These contact hours are factored into directed/independent study courses and courses delivered electronically. In addition, regardless of how accelerated a term is, no more than one semester hour/unit can be awarded per course per scheduled week of the term. This definition conforms to guidelines set by WASC (Western Association of Schools and Colleges) and other relevant organizations. Any departure from the Carnegie Unit assumes that the student will be doing additional assigned work outside the classroom.

In the standard-setting traditional-age Fall Semester at the central campus, the Carnegie Unit translates into one contact hour per unit per week during the 15-week term. A contact hour is defined as one clock hour minus 10 minutes for a break or for passing from one class to another). Thus, a contact hour of class in the traditional-age Fall Semester at the central campus runs from the beginning of the scheduled hour until 50 minutes after the hour. The standard 4-unit/hour undergraduate course in the 15-week Fall Semester is scheduled for four contact hours per week which totals 50 hours of classroom instruction plus 10 hours of break/passing per semester. The schedules in 8-, 10-, 11-, and 12-week non-traditional terms involve longer blocks of classroom instruction and a different distribution of break time, but in every case the total number of hours of classroom instruction equals 50. Contact hours of laboratory, studio art, and

similar suitable activities other than lecture are generally counted as half a contact hour per scheduled clock hour. Hence, one-unit/hour physical education activity courses at the central campus are scheduled for two hours per week during the 15-week Fall Semester. Responsibility for monitoring compliance to the Carnegie Unit rests with the Vice President for Academic Affairs working through the deans (and the associate dean at Athens).

While open to the development of innovative academic calendars within these guidelines, La Verne strives to keep the types of terms reasonable and their numbers manageable. Wherever possible, similar terms are refashioned to come together under one calendar. Without interfering with the the educational process or unduly inconveniencing ULV students, administrative processes necessitate keeping the number of academic calendars to a minimum. Because term beginning and ending dates are critical to processes in the Registrar's Office and the Office of Financial Aid, the development of annual academic calendars and the revision of old ones must be reviewed and approved by the Deans Council on the recommendation of the Dean of Enrollment Services. No new or modified calendar may be offered or published without this approval.

Procedures for Developing Annual Academic Calendars:
1. It is the responsibility of all program/department chairs, program/center directors, the deans, and the associate dean at Athens to see that all calendars and schedules at the University of La Verne adhere to the Carnegie Unit.

2. It is the responsibility of the Vice President for Academic Affairs working through the deans to review terms across the University to monitor compliance to the Carnegie Unit.

3. It is the responsibility of directors and chairs planning to develop a new calendar or to modify an existing one to obtain approval from the appropriate dean or the associate dean at Athens.

4. It is the responsibility of the Dean of Enrollment Services to review the proposal with the Registrar and Director of Financial Aid to see that the annual catalog calendar conforms with appropriate standards and regulations.

5. The Dean of Enrollment Services then submits the proposed calendar to the Deans Council with Enrollment Services' recommendations for approval or disapproval.

6. The Deans Council makes the final decision unless there is serious disagreement between the calendar's proposer and Enrollment Services. In that case the final decision

on the proposal belongs to the Vice President for Academic Affairs.

B. Scheduling of Instructors and Courses
Policy on Scheduling Instructors and Courses:
No ULV schedule should list a course or an instructor unless the course has been formally approved through QM, and the instructor has also been officially approved through QM to teach the course. It is the responsibility of program chairs, department chairs, and program/center directors to see that this happens. This policy is based on the fundamental principal that ULV regular contracted faculty in the appropriate department and discipline have veto power over all ULV courses and part-time faculty.

Procedure for Scheduling Instructors and Courses:
1. Each department chair and program/campus/center director, with the assistance of program chairs, should see that she/he has sufficient approved instructors on file to meet the instructional needs of her/his program/site.

2. In developing schedules, department chairs and program/ center directors should include only previously approved courses and instructors.

3. Center/campus/program directors must follow guidelines and priorities established by department/program chairs for scheduling approved part-time faculty. Department/program chairs should list approved instructors in priority order for hiring, if appropriate.

4. Where practicable, course schedules for off-campus centers/campuses/programs should be shared by the center/campus/program director with the department/program chair, faculty liaison, and/or regular contracted faculty designee before it has gone into effect. Center/campus/program directors must follow guidelines and practices established by department/program chairs for scheduling approved part-time faculty. Department/program chairs should list approved instructors in priority order for hiring, if appropriate.

C. Monitoring Course Schedules for Course/Instructor Approvals
Policy on Monitoring Course Schedules:
It is the collective responsibility of department/program chairs, the deans of the colleges and schools, the the associate dean at Athens, the Registrar, and QM to monitor course schedules to see that all courses offered are approved and correctly presented and that all instructors listed have been approved for the courses they are scheduled to teach. It is the responsibility of the deans and the Human Resources Department (and the the associate dean and human relations director at Athens) to approve letters of

understanding and pay advices only for faculty approved to teach the courses for which they are scheduled.

Procedures for Monitoring Course Schedules:
1. The schedules for each term should be examined as follows to see that all courses and instructors that appear on them are approved and that courses are correctly presented:
    a. The deans of the colleges and schools and the associate dean at Athens should examine the schedules of departments or programs for which they are responsible before the schedules are printed.
    b. The Registrar should scrutinize every schedule in the University before it appears.
    c. The Office of Quality Management should review the schedules of all programs as they appear.

2. If any errors are identified, the individual responsible for the schedule should be notified and the appropriate action taken.

3. A letter should not be issued unless the proposed instructor has been approved to teach the course which he/she is listed to teach.

4. The Human Resources Department (and the director of human resources in Athens) should prepare letters of understanding for instructors and authorize pay advices only for courses for which they have been approved to teach.

D. Monitoring Schedules for Teaching Overloads
Policy on Teaching Overloads and Monitoring Schedules for Teaching Overloads:
No ULV instructor, part time or full time, may be scheduled to teach more than a maximum number of courses during the normal academic year. Regular contracted faculty may not teach more than three overload courses (on campus or off campus) during any academic year (September through May) nor more than one overload per term; part-time faculty, on campus or off campus, may not teach more than a total of five courses during any academic year. For this purpose "course" is defined as four semester hours of undergraduate teaching or three semester hours of graduate teaching. One exception to this policy is the Athens' regular contracted faculty, who, for reasons peculiar to the situation in Greece, are allowed to teach additional courses during the year. Another exception is full-time ULV administrators who teach part time. It is the collective responsibility of the Vice President for Academic Affairs, the Deans of the colleges and schools, the Human Resources Department, and the Director of Institutional Research to monitor course schedules to see that no instructor is scheduled for more than these maximums in any academic year.

Procedures for Monitoring Schedules for Teaching Overloads:
1. The Deans of the colleges and schools, aided by the Office of Institutional Research, should keep an account of the number of courses that faculty under their jurisdiction are teaching to see that no one teaches over the established maximums.

2. The Human Resources Departmt should keep an account of faculty contracts to see that no one teaches over the established maximums.

3. If any of the Deans finds that it is impossible to schedule essential courses without scheduling an instructor for courses above the maximum, the Dean should appeal to the Vice President for Academic Affairs. In exceptional circumstances one additional course might be approved.

4. If the Director of Human Resources discovers that a faculty member has been scheduled to teach courses above the maximum, he/she should bring the matter to the attention of the Vice President for Academic Affairs.

5. Exceptions to this policy will be contained in a letter of agreement between the university and the instructor authorized by the Vice President for Academic Affairs.

E. Varying the Instructors in All Programs
Policy on Varying Instructors:
ULV believes that it is important for all students, no matter where they study with the University, to take courses from several different instructors. Only in this way can they learn that different people, no matter how learned, see and interpret the world and their fields differently. It is the ULV's intent that no student should take more than two courses from any one instructor. Exception is made for the Ed.D. and D.P.A. programs which are structured around team-taught student clusters. Exceptions may also need to be made for small departments and distant locations.

In addition, the University is committed to presenting selected material through an interdisciplinary approach, in part by supporting team-taught courses in general education and selected programs.

Procedures on Varying Instructors:
1. It is the responsibility of center/program directors to schedule faculty in such a manner as to generally avoid having a student take more than two courses from the same instructor.

2. It is the responsibility of the Deans and the Vice President for Academic Affairs to see

that that this policy is followed.

3. It is the responsibility of the Office of QM to make periodic checks to see that the policy is working.

4. In exceptional circumstances the Dean or department chair may approve a deviation from this policy.

F. Regular Contracted Faculty Teaching in All ULV Programs
Policy on Regular Contracted Faculty Teaching in All ULV Programs
The University believes that it is important for regular contracted on-campus faculty to teach in off-campus programs. Seventy percent of all courses in the central campus day program should be taught by regular contracted faculty, averaged by college. All "capstone classes," bachelor's as well as master's (i.e., 499 and 596) off campus as well as on campus, should be taught by a regular contracted faculty member or a department associate. Furthermore, it is ULV's goal that all students take at least one class from a regular contracted faculty member. It is the responsibility of the Vice President for Academic Affairs and the deans to see that these goals are met.

Procedure on Full-Time Faculty Teaching in All ULV Programs
1. It is the responsibility of each dean to see that 70% of all courses offered by his/her college in the central campus day program is taught by regular contracted faculty.

2. It is the responsibility of department/program chairs and program/center directors to schedule regular contracted faculty or department associates to teach capstone classes.

3. It is the responsibility of the Vice President for Academic Affairs and the deans to see that sufficient regular contracted faculty and department associates are appointed to realize these two goals.

4. It is the responsibility of the Director of Institutional Research to monitor how completely these goals are being achieved.

G. Regular Contracted Faculty Input in Off-Campus Scheduling
Policy on Regular Contracted Faculty Input in Off-Campus Scheduling:
Off-campus directors are expected to seek recommendations of department/program chairs, faculty specialists, faculty liaisons, and other appropriate regular contracted faculty when part-time off-campus instructors are needed. Although it is the off-campus director's responsibility to schedule courses that fit students' curricular needs, department/program chairs, faculty specialists, and faculty liaisons can be very helpful in

identifying potential instructors and recommending them to the directors. Moreover, the program chair is responsible for reviewing all course schedules and instructor assignments and, along with department chairs and faculty subject area specialists, has veto power over the assignment of part-time faculty members. Department/program chair and regular contracted faculty assigned to the center/program are asked for input at every stage of schedule development, and the following priorities are used in selecting instructors:

    1. First priority: Regular contracted faculty.

    2. Second priority: Regular part-time faculty, especially department associates, senior adjunct professors, and adjunct professors in order as established by department/program chairs.

    3. Third priority: Other approved part-time faculty in order as established by department/program chairs.

Departments may develop guidelines on the sequencing of courses, required prerequisites (including screening exams), and other restrictions (e.g., not to be offered in summer; not to be offered without a computer simulation lab) which will affect the scheduling of courses. It is the department's responsibility to seek the input of concerned program/center directors in the development of such guidelines and to disseminate the guidelines with sufficient lead time allow their orderly implementation.

Procedure on Regular Contracted Faculty Input in Off-Campus Scheduling:

1. Off-campus directors of programs in the Los Angeles region regularly consult with the appropriate on-campus department/program chairs and regular contracted faculty assigned to the center/program about potential part-time faculty among other issues.

2. In preparing their schedules the Directors of CAPA and EPIC should consult with appropriate program/department chairs about staffing.

3. Departments contemplating the development of scheduling guidelines should be in contact with program/center directors where courses involved are offered.

    a. Draft guidelines should be circulated for comment.

    b. Guidelines require the approval of the academic department, the department's dean, and the Vice President for Academic Affairs.

    c. When final, guideline implementation dates should allow for a reasonable time table for implementation.

4. When the Vice President for Academic Affairs or one of the Deans learn that a member of the on-campus regular contracted faculty will be traveling to Alaska or Athens, it is his/her responsibility to contact appropriate off-campus directors through

the Dean of SCE to arrange teaching assignments if possible.

H. Maintaining the Course Sequencing Plan
Policy on Maintaining the Course Sequencing Plan:
Departments and off-campus centers/programs are responsible for developing and maintaining two-year course sequencing plans so that all courses necessary for graduation are available to students on a timely, predictable basis. These plans of necessity change as courses and faculty come and go, but schedules laid out two years in advance should be, at least on campus, roughly 90% correct as ultimately offered and close to 100% correct with respect to prerequisite courses, sequential course, required general education courses, and other courses upon which student's schedules depend.

It is the collective responsibility of the Vice President for Academic Affairs, the Deans of the colleges and schools, and the associate dean at Athens for assuring that department/program/center/campus course sequencing plans are followed and maintained, and it is the responsibility of the Registrar to carry out the mechanics of maintaining the plans.

Procedure for Maintaining the Course Sequencing Plan:
1. Every spring course sequencing plans will be revised and extended another year.
   a. The Registrar will begin the process by printing out each department/program/center's current course sequencing plan. Since most plans will be on a two-year cycle, the second year in the current plans will become the basis for the first year of the revised plans and the first year of the current plans (i.e., the year then in progress) will become the outline for the revised second year.

   b. The Registrar will distribute the current departmental/-program/center plans through the Deans to the department chairs and program/center directors for revision and extension.

   c. Once the chairs and directors have prepared the revised plans for their areas of responsibility, they will return the revised plans through the deans to the Registrar.

2. The first year of the revised on-campus course sequencing plan will be used by the Registrar as the draft on-campus schedule for the upcoming year.

3. The revised course sequencing plans of the individual off-campus programs and centers will become the draft schedules for these programs and centers for the upcoming year.

I. Scheduling for Class Size
Policy on Scheduling for Class Size:
In order to permit meaningful classroom discussion and encourage interaction between faculty and students, course enrollments should not exceed 30. ULV aims for an average of 15 to 20 students in graduate program courses and 20 to 25 in undergraduate courses.

Procedures for Scheduling for Class Size:
It is the responsibility of department chairs, center/program directors and the deans (or the associate dean at Athens) to schedule courses to achieve these ideal class sizes.

Chapter V: Quality Management for Programs

A. General Policy on Quality Management for Programs
All ULV degree, credential, and certificate programs, like ULV courses and instructors, must have the approval of the on-campus regular contracted faculty before they can be added, changed, or deleted. Each degree program has at least one regular contracted faculty assigned to it as program chair. Unlike courses and instructors, however, programs require the approval not only of the regular contracted faculty of the department in which the program is/will be offered, but also of the college in which the department resides, the Graduate and/or Undergraduate Academic Policies Committee(s) and the Faculty Assembly. In addition, no program can be added, substantially altered, or removed without the approval of the Vice President for Academic Affairs, the President, and the Board of Trustees.

In general, the impetus for program development, alteration, or deletion starts with the relevant academic department, either on campus or in Athens, but it may also come from the dean, the Vice President for Academic Affairs, the President, or other source. In any event, the department is the one which prepares the program proposal documents, unless the program is a new one unrelated to any of the then current departments of the University.

The normal path of academic approval, alteration, and deletion is from the department to the college/school/Athens campus faculty, then to the Faculty Senate, then to one of the academic policies committees, back to the Faculty Senate, and then to the Faculty Assembly. When particularly timely, well-written, and thoroughly documented proposals are prepared, the department, with the approval of the college dean, may submit the proposal directly to the Senate which, in turn, may submit it directly to the Faculty Assembly. No program, however, may be added, changed, or removed from the curriculum without the approval of the department and the concurrence of the Faculty Assembly.

After the Faculty Assembly has approved the program, alteration, or deletion on its academic merits, it goes to the Vice President for Academic Affairs who, with the advice of the Deans Council and Academic Advisory Board, must recommend it to the President for approval or disapproval on both its administrative/-financial as well as its academic merits. If the President approves, he/she submits it to the Board of Trustees for final approval.

The quality management of programs offered off-campus is the shared responsibility of academic departments and off-campus directors. On the whole, the academic

departments have the primary responsibility because they are charged with the academic soundness of the program, while the off-campus directors are concerned principally with administrating the delivery of the program off campus. In fact, however, the division is not as simple as this because academic and administrative concerns often mix. Off-campus directors must be ever vigilant in managing quality.

The official description of any ULV program is the one contained in the Programs section of the current ULV Catalog. Additions, alterations, and deletions of programs take effect on the effective date of the ULV Catalog in which they first appear, September 1 of the year of publication. It is the responsibility of the person or department which proposes any additions, alterations, or deletions which are subsequently approved to communicate the official changes to the director of the ULV Catalog.

B. Additions of New Programs
Policy on Additions of New Programs:
All proposals for new programs must be approved through the process described above, beginning with departmental approval and ending with the Board of Trustees. If a new program does not fit into an established department, approval must begin with the college in which it will academically reside. No new program may be considered for approval without the full documentation as described in the procedures section which follows.

SCE is ULV's primary vehicle for delivering programs off campus. Consequently, any discussion or planning related to the delivery of programs off campus must be done in cooperation with SCE.

Procedures for Additions of New Programs:
1. Before any department, college, committee, or administrator can consider approving a new program, a proposal containing all of the following items must be prepared:
    a. A complete description of the proposed program including
        1). Admissions standards,

        2). Prerequisite requirements,

        3). Required (core) courses, and

        4). Other requirements and standards.

    b. Complete course descriptions and syllabi for all required courses as well as explanations on how the courses fit together to create a unified degree program.

c. A market assessment of the need for the program including documentation substantiating this assessment. The documentation should include such items as letters from employers, industry studies, reports in trade or academic publications, magazine and journal articles, etc. This assessment should establish the probability that the program will attract qualified and highly qualified students and that there are career advancement opportunities for graduates. SCE must be involved in this assessment.

d. A detailed budget for the program, prepared in conjunction with SCE, outlining the estimated revenues and expenditures for the first three years, covering all of the following:

    1) Personnel (including classified/technical as well as administrative and faculty, part time and full time) along with a list of the credentials needed. This must also cover time of regular contracted faculty to manage the academic elements of the program and classified personnel to support this faculty and off-campus operations (including Registrar, Financial Aid, etc.)

    2) Equipment specified by the faculty responsible for the program and called for by the program and course design, laid out in an itemized list, including rentals, if necessary. This may include overhead projectors, computer display devices, and student accessible computers.

    3) Library purchases (including back issues of professional journals). Library support for the program should include a percent of revenue (minimum 2%) committed to building the collection pertaining to the program and providing access to the collection for students and faculty.

    4) Facilities rental.

    5) Recruitment.

    6) All other items needed to run the program.

e. Résumés of key personnel (including part-time and regular contracted faculty who will teach in the program) along with an estimate of the percent of their time they will each devote to the new program.

f. A marketing plan for the program, along with a cost breakdown for the plan. This plan, prepared in conjunction with SCE, must include strategies and materials for promoting the appropriate image of the program as agreed to by the academic

department as well as for recruitment of students.

g. Comparative studies of the same program at a minimum of two other institutions. What other institutions offer the program or one similar to it? How many of these are in direct competition with ULV? How does the proposed program differ from programs offered elsewhere? How successful have the other programs been? How will the proposed program compete? What distinguishing features attractive to students does it possess? How can we favorably position ourselves to compete with institutions with whom we wish to be compared?

h. Letters of support and commitment from a program advisory council, employers of prospective students and graduates of the program, potential donors, industrialists, etc. who can be called upon to help the program with money, advice, marketing, and other means of support.

2. Once the full program proposal has been prepared, it needs to be approved through the process described in the General Policy section above, winning the formal approval of the department, dean of the college, Faculty Assembly, Vice President for Academic Affairs, President, and Board of Trustees at a minimum. Most proposals will also need the approval of the college and an academic policies committee. Programs proposed at the Athens campus must be approved by the Athens Faculty and the associate dean—and be presented to the appropriate dean(s) for review—before they go to the Graduate and/or Undergraduate Academic Policies Committee(s) or the Faculty Senate on their way to the (on-campus) Faculty Assembly.

3. Once the new program has been fully approved, its personnel, equipment, courses, and other elements must be budgeted.

4. All WASC, Veterans Administration, State Approving Agency, and other reporting requirements and waiting periods must be met. The Vice President for Academic Affairs will determine whether the addition must be reported as a "substantive change" to WASC; the Registrar will decide whether State Approving Agency requirements have been met.

5. After the budget needs, reporting requirements, and waiting periods have been met, the program can be included in the ULV Catalog, effective the following September 1. The first students can be enrolled and the first courses scheduled the fall semester in which the first catalog containing the program appears.

C. Changes in Programs

Policy on Changes in Programs:

Any alteration to program admission requirements, prerequisites, courses, or any other aspect of a program is considered a program change. Program changes normally originate in the department which offers the program, but may be suggested or requested by some other source, including an accreditation agency. Because of the impact of program changes on the rest of the university, particularly on SCE, all program changes, however small, must be approved through the normal approval process. It is the responsibility of the Chair of the Faculty Senate, the deans, the associate dean at Athens, and the Vice President for Academic Affairs to see that no changes are permitted until all parts of the University potentially affected are informed of the proposed changes and have an opportunity to present their opinions.

Procedures for Changes in Programs:

1. All proposed changes in programs, no matter where they originate, must be presented with written justification to the department which offers the program. At a minimum, justification should be given in the "Reasons for Change" section of QMS30, the "Program Change Cover Sheet." The nature and extent of the justification will depend on the size and significance of the change. Changes to programs offered only in Athens may be made by the Athens department with the concurrence of the associate dean, but only after the on-campus department and appropriate dean(s) have been given the opportunity to review them [and GAP and/or UGAP and the (on-campus) Faculty Assembly has approved them, if necessary].   Athens also needs to report changes to QM.

2. Minor changes, such as the revision of a course description, need only the approval of the on-campus department and academic dean. Minor changes to programs offered only in Athens may be made by the Athens department with notification to the on-campus department and QM.

3. Major changes, such as the addition or deletion of courses, the addition of prerequisites, alterations of admissions requirements, etc., may also need the approval of the Graduate and/or Undergraduate Academic Policies Committee, the Faculty Assembly, and/or Vice President for Academic Affairs. The Faculty Senate, will decide whether the matter needs the approval of these committees and the Assembly, and the Vice President will decide whether the President needs to approve. After the changes have been approved by the on-campus department and the college/school, they should be sent to the Faculty Senate, to determine if other approvals are needed. Whether their approval is needed or not, changes should be reported to UGAP and/or GAP and to the Faculty Assembly.

4. All WASC, Veterans Administration, State Approving Agency, and other reporting

requirements and waiting periods must be met. The Vice President for Academic Affairs will determine whether the change must be reported to WASC; the Registrar will decide whether State Approving Agency requirements have been met.

5. Once changes have been approved and reports (if necessary) have been made, the changes become effective with the effective date (September 1) of the first catalog in which they appear.

D. Deletion of Programs
Policy on Deletion of Programs:
The deletion of a program is treated the same way as a major change to a program, except that the President must approve, the Board of Trustees must be informed, and provisions must be made to permit students matriculated into the program to complete the program.

Procedures for Deletion of Programs:
1. The deletion of a program, as a major change, must be thoroughly justified and documented. Academic, financial, and administrative reasons must be outlined.

2. The deletion of a program must be approved by the on-campus department and college which offers the program, the appropriate academic policies committee, the Faculty Assembly, the Vice President for Academic Affairs, the President, and the Board of Trustees. Programs only offered in Athens may be deleted by the Athens department with the concurrence of the associate dean, but the on-campus department, appropriate dean(s), and QM must be notified.

3. After a program has been officially deleted, no new students may be matriculated into it. However, students already in the program must be given an adequate opportunity to complete the program, so courses required by the program usually will remain in the catalog and in schedules for several terms after the program has been deleted. At the very least, students must be contacted by letter explaining that the program is going to be deleted and listing their options and a timetable for completion. It is the responsibility of the department which offered the program to see that students matriculated into the program are given time and assistance to complete, as well as to see that all courses used only in the deleted program are inactivated when the time limit for completion is over.

4. The Registrar will inform the State Approving Agency of the change, and, if necessary, the the Vice President for Academic Affairs will inform WASC.

E. Additions of Programs to Existing Approved Administrative Centers or Sites

Policy on Additions of Programs to Existing Approved Administrative Centers or Sites, including Athens:

When existing programs are to be offered off campus or at an additional administrative center, a proposal similar in scope to the one required for adding new programs (§V.B) must be developed. This is particularly true when the existing program is to be modified to accommodate off-campus conditions or when the program is to be offered off campus for the first time. If both the program and the administrative center are new, the center as well as the program must be approved. In general, any proposed modifications of the program for use off campus must be approved by the same process as approvals of changes in programs described above, and the appropriateness of the center to accommodate the program must be approved by the same process as approvals of new centers described in Part VI.When programs offered at an administrative center are to be offered at additional sites administrated by the center, the full approval process required to add programs to administrative centers is not necessary because it was previously completed when the program was originally added to the center. The academic department is kept informed of pending sites.

Procedures for Additions of Programs to Existing Approved Administrative Centers:

1. Normally, the request for approval of first-time additions of programs to existing administrative centers comes from an off-campus program/center director or the associate dean at Athens who wishes to offer the program. Sometimes the request may come from an on-campus faculty member or department which wishes to add another program to the site of another cluster. Regardless where the request originates, all parties that would be instrumental in delivering the program should be involved in its development.

2. The requester must first prepare a proposal which includes the information outlined in point 1 of the Procedures for Additions of New Programs section above. Proposals for adding programs which are already successfully offered at other administrative centers would probably be shorter than proposals for programs offered away from the home campus for the first time. In every case, however, all the points (program description, course descriptions, market assessment, budget, résumés, marketing plan, letters of support, and comparative studies) need to be covered in the proposal.

3. The first approval on proposals for adding programs at Athens must come from the Vice President for Academic Affairs; the first approval for adding programs at other off campus locations must come from the Dean of SCE; the first approval for proposals by on-campus faculty or departments must come from the dean of the college of which the faculty/department is part.

4. Proposals from off-campus directors and the associate dean at Athens would then go for approval to the on-campus department responsible for the program and then for approval to the dean of the department's college.

5. If approved by the academic department, dean, and the Vice President for Academic Affairs, the proposed addition of existing off-campus programs to existing approved administrative centers must be communicated for informational purposes to the Faculty Assembly.

6. Once a program has been approved for addition to an existing administrative center (or an existing off-campus program has been proposed for an existing approved administrative center), it can be offered there as soon as all WASC, Veterans Administration, State Approving Agency, and other reporting requirements and waiting periods have been met. It is not necessary for the addition to appear in the University catalog first. The Vice President for Academic Affairs will determine whether the addition must be reported as a "substantive change" to WASC; the Registrar will decide whether State Approving Agency requirements have been met.

Procedures for Additions of Programs to Other Approved Sites Under an Administrative Center's Jurisdiction:
When a center/program director wishes to offer a program approved for the center at an additional site under her/his direction, she/he should discuss the plan with the SCE Dean and keep departments informed of developments.

F. Deletion of Programs from Administrative Centers and Sites
Policy on Deletion of Programs from Administrative Centers and Sites:
The administrative center director responsible for a site may delete a program at the site with the concurrence of the dean to whom he/she reports. The administrative center director can delete a program from the center's curriculum with the concurrence of the department/program chair and dean. The associate dean at Athens may delete a program in consultation with the Vice President for Academic Affairs. The appropriate faculty bodies and on-campus administrators must be informed of the deletion of a program from a center (but not necessarily merely from a site), and provisions must be made to allow students matriculated into the program to complete the program.

Procedures for Deletion of Programs from Administrative Centers and Sites:
1. Generally, the director responsible for an administrative center is the one to initiate deletion of a program from the center or one of its sites, but sometimes deletion may be directed by an on-campus department or administrator, a WASC report, the SCE Dean, or other individual.

2. Once the director and SCE Dean have jointly decided to delete the program from the site or the director, SCE Dean, and department/program chair have jointly agreed to delete the program from an administrative center (or the associate dean has decided to delete the program with the vice president's concurrence), the director/associate dean needs to prepare a plan by which all current students in the program are given an opportunity to complete the program. Once the plan is complete, the director/associate dean must communicate the deletion decision and completion plan to the on-campus department, the appropriate academic policies committee(s), the Registrar, and the Vice President for Academic Affairs. If the program is listed in the ULV Catalog as being offered at the administrative center, the director also must inform the Director of the Catalog to delete this listing.

3. The Registrar will inform the State Approving Agency of the change, and, if necessary, the Vice President will inform WASC.

G. Responsibilities of Academic Departments and Off-Campus Directors for Off-Campus Programs
Policy on Responsibilities of Academic Departments and Off-Campus Directors for Off-Campus Programs:
There is a fairly distinct line between the administrative responsibilities of the off-campus directors and the academic responsibilities of the academic department/program chairs, but the academic and administrative realms overlap in such areas as the hiring of faculty, the scheduling of classes, and the specific contents of courses. Because academic credibility is paramount, it is the mutual responsibility of the off-campus director and the academic department program chair to see that academic concerns are fully supported. On-campus department/program chairs have a responsibility to provide detailed course outlines, clear direction in the design of programs, and a quick turn-around on approvals. Off-campus directors must see that academic needs, as expressed by the department/program chairs, remain foremost in the design and delivery of the program.

Since the responsibilities of the associate dean and the regular contracted faculty at La Verne College of Athens are similar to the on-campus academic departments but different in some respects, a separate section on Athens campus responsibilities is listed.

Procedures for Responsibilities of Academic Departments and Off-Campus Directors for Off-Campus Programs:
While it is not possible to completely segregate the responsibilities of academic department/program chairs for off-campus programs from those of the off-campus directors, the following two lists delineate the principal items:

1. *Responsibilities of the Off-Campus Directors (administrative):*
  a. Recruit qualified students.

  b. Recruit qualified faculty.

  c. Suggest new and/or modified programs appropriate for off-campus.

  d. Market approved programs off campus.

  e. Identify sites, secure facilities, and assure that textbooks, library resources, computer and laboratory facilities, and other needed materials are available.

  f. Provide academic advising.

  g. Register students, collect money, arrange financial aid, etc.

  h. Schedule classes for approved programs in approved sequences and modes sufficiently in advance so that students and faculty can make plans and the two-year course sequencing plan can be maintained.

  i. Conclude teaching agreements with approved faculty, pay them, monitor them through end-of-course surveys and classroom visits, and provide them with logistical support.

  k. Maintain the budgets and staffs necessary for the smooth running of the off-campus programs.

  l. See that instructor approvals, course syllabi, course examinations, and other documents described in this manual get to academic departments at the times specified.

2. *Responsibilities of the On-Campus Departments (academic):* At the department's discretion these responsibilities can be divided among department chairs, program chairs, faculty specialists, faculty liaisons, Special Assignment Faculty, and Department Associates:
  a. Approve qualified applicants for admission to graduate programs. [Approval of undergraduates is handled by the Registrar.]

  b. Approve qualified faculty to teach specific courses, recommend qualified faculty as appropriate, and maintain departmental files on these faculty and the courses they

are approved to teach.

c. Prepare detailed descriptions of the academic organization of programs, including complete outlines for all courses in the programs.

d. Provide approved sequences and modes for scheduling courses in approved programs.

e. Provide guidance in calculating and meeting off-campus program needs for textbooks, library resources, computer and laboratory facilities, and other needed materials.

f. Provide on-going assistance and guidance to off-campus part-time faculty to assure that off-campus programs are providing what they should academically.

g. Monitor approved faculty through collegial reviews and review of course examinations and student end-of-course surveys.

h. Assist in part-time faculty development through such means as workshops and seminars.

i. Help supervise and deliver field work courses.

j. Approve new and/or modified programs appropriate for off-campus.

k. Provide assistance and guidance in the setting up of new programs.

l. Assist in the establishment of new sites and clusters by reviewing the academic resources and potential faculty in the region and by visiting the sites/clusters before or during the first term to introduce the program and explain its goals.

m. Review and approve course syllabi and lists of part-time faculty on a regular basis.

n. Review term schedules on a regular basis.

o. Monitor academic advising, especially for majors and minors.

p. Review course examinations and, where necessary, make recommendations for improvement.

3. *Responsibilities of the Athens Campus (academic and administrative):*
   a. The associate dean and the CEO are jointly responsible for all of the items listed in §G1, "Responsibilities of the Off-Campus Directors (administrative)." In addition, the associate dean and CEO are responsible for providing all ULV on-campus administrative departments with the information, reports, and material that they need. Among the departments needing information and reports and among the reports that they need are the following:
   1). The Vice President for Academic affairs, the deans, and QM: reports on part-time faculty and full-time faculty, including hirings, discharges, and promotions.
   2). QM: All materials described in the QMS Manual as being on file in QM, especially those concerning faculty, courses, and programs.
   3). Registrar: official records of admissions, grades, courses completed, and programs completed.
   4). Accounting: all required financial records.
   5). President: reports on the development of the the Athens Campus.
   6). Library: reports on the development of the Athens library and support needed from the Wilson Library.

   b. The Athens academic departments have the following responsibilities which can be divided and delegated as appropriate:
   1). Approve qualified applicants for admission to undergraduate and graduate programs.
   2). Approve qualified faculty to teach specific courses and maintain departmental files on these faculty and the courses they are approved to teach.
   3). Prepare detailed descriptions of the academic organization of programs offered only at Athens, including complete outlines for all courses in the programs.
   4). Provide approved sequences and modes for scheduling courses in approved programs offered only at Athens.
   5). Monitor approved faculty through collegial reviews and review of course examinations and student end-of-course surveys.
   6). Provide part-time faculty development through such means as workshops and seminars.
   7). Communicate with on-campus departments on a regular basis to discuss programs, courses, and student progress.

H. Communications Between Academic Departments and Off-Campus Programs
Policy on Communications between Academic Departments and Off-Campus Programs:

ULV encourages the closest possible working relations between academic department/program chairs and departments on the one hand and off-campus

program/campus/center directors and the Athens Campus, on the other. Athens faculty, Department Associates, and Faculty Liaisons assigned to off-campus centers and programs join with on-campus regular contracted faculty to provide regular and continuous communication between academic departments and off-campus programs. In addition, selected SCE directors attend on-campus department meetings, and all faculty committees include SCE representatives. The relationship between the central campus and the Athens campus is especially close because of the large number of regular contracted faculty at Athens.

SCE administrators, like other administrators at the University, are encouraged to teach part-time, if they have the appropriate credentials. This helps them keep current in the fields of their programs and brings them into more contact with on-campus faculty.The Office of Quality Management provides an official, documented avenue of contact between academic departments and off-campus programs, but the many routine undocumented contacts which exist between on-campus and off-campus are at least as important, if not more so. The Offices of the SCE Associate Dean, Assistant Dean, and Director of Academic and Student Services all provide especially important links between off-campus centers/campus/programs and on-campus departments and committees.E-mail, chat, video, and other electronic links have joined telephone and fax communications to further cement the University's academic community together.   ULV strongly supports these developments and expects virtual meetings which include all full- and part-time faculty in a department or program to become standard.

Procedures for Communications between Academic Departments and Off-Campus Programs:
1. Off-campus program directors should meet with on-campus departments and program chairs on a regular basis and call or call upon them whenever they wish to discuss academic issues. On-campus program and department chairs should encourage this and make themselves available to assist off-campus directors on academic programmatic issues.

2. The deans (and the associate dean at Athens) and Vice President for Academic Affairs are collectively responsible for seeing that sufficient Faculty Liaisons, and Department Associates are appointed to provide direct academic support for all off-campus centers and programs.

3. Faculty Liaisons and Department Associates should develop close working relationships with the center/campus/program director and faculty of the center/campus/program of their appointment.

4. Academic departments should welcome off-campus program directors and faculty to their meetings, especially those dealing with issues directly affecting off-campus programs, such as curriculum building, schedule planning, etc.

5. Off-campus directors should sit on committees and task forces when asked, and seek to acquaint on-campus faculty with off-campus needs as well as to acquaint themselves with on-campus concerns.

6. Off-campus program directors are expected to provide any and all information requested by the academic department/program chairs and departments about their programs.

7. Academic department/program chairs are expected to visit off-campus classrooms and sites on a regular, on-going basis to assure that off-campus programs are being correctly delivered. In doing this they may enlist the assistance of Faculty Liaisons, and Department Associates.

I. Program Reviews
Policy on Program Reviews:
All programs offered by ULV are to be thoroughly and systematically reviewed at least once every five years following the outline provided in the "Program Review and Planning Process" document (Appendix C). Reviews are performed under the guidance of the academic deans, with the assistance of the associate dean at Athens for programs also delivered in Athens, in accordance with a prearranged schedule . When a program is reviewed, all aspects of its operation, off campus as well as on campus, are carefully examined. Final review of all program reviews is made by the Vice President for Academic Affairs.

Procedures for Program Reviews:
1. It is the responsibility of the Dean's Council to develop and maintain a schedule for program reviews.

2. It is the responsibility of each dean to see that program reviews are begun and completed on schedule. It is the responsibility of the Dean of SCE to see that off-campus program directors cooperate with all scheduled program reviews.

3. Program reviews, which generally take a full academic year to complete, are fully described in the "Program Review and Planning Process" document (Appendix C). They examine courses, staffing, administration, budgets, equipment, facilities, library resources, and all other aspects of the program as it is run on campus and off campus.

J. Program Evaluation
Policy on Program Evaluation:
Complimenting the five-year program review is continuous program evaluation. Faculty teaching culminating activities, such as senior seminars and graduate seminars, meet annually with the program chair to review student performance and program quality. Program chairs review feedback from culminating activities, student evaluations, and collegial reviews each term and make a formal report annually to the department and dean. Using these evaluations and reports as a basis, program chairs, departments, and deans regularly make improvements to existing programs.

Procedures for Program Evaluation:
1. Program chairs are responsible for convening all faculty teaching culminating activities each year to review student performance and program quality. Reports are made to the department and dean as appropriate.

2. Program chairs review student evaluations and collegial reviews each term and report to the department and dean as appropriate.

3. Once a year program chairs review feedback from culminating activities, student evaluations, collegial reviews, off-campus directors, faculty specialists, site reviews, and other data to evaluate the state of the program. Program chairs are expected to report their findings to their department and involved off-campus directors.

Chapter VI: Quality Management for Off-Campus Centers
A. General Policy on Off-Campus Centers

The University of La Verne offers programs at administrative centers and other educational sites throughout California as well as in Alaska and Greece. Guided by its mission statement and responding to student needs, the University may from time to time expand or reduce the number of its educational sites and the programs offered at them.

The University currently has 19 administrative centers with permanent staffs and facilities, three associated with the central campus, 15 administered by the School of Continuing Education, and one, Athens, is a branch campus. Five of the SCE Centers are Residence Centers located on military bases in California and Alaska, four five are regional campuses in California (also known as Professional Development Centers or "PDC's") serving southern California counties (and San Fernando Valley), one serves Education programs throughout California from its PDC base in Upland, one PDC serves non-traditional-age undergraduates on the central campus (CAPA), and one is ULV's Distance Learning Center (ULV Online).

Although each center is designed to meet the specific needs of the students in the location it serves, they all share certain characteristics. All centers, except the ones in development, have a full-time director, academic advising staff, and support staff. All centers, except ULV Online, have offices, classrooms, academic computer centers, and appropriate laboratory facilities. Students at all centers can utilize Wilson Library through an 800-number and FAX, access the Wilson catalog and numerous library indexes online, and read hundreds of journals in full text on their own computers. All centers link directly into the University's central student records system, and all are connected by telephone, FAX, and by modem. The academic programs of all centers are directed, supervised, and monitored by regular contracted faculty, and all centers offer courses taught by regular contracted faculty as well as part-time faculty. In addition to their close connections to academic departments, the academic deans, and the Vice President for Academic Affairs, all centers are served directly by such centralized offices as Accounting, Alumni Relations, Data Processing, Financial Aid, Human Resources, Payroll, Placement, and the Registrar.

Linked to the 19 administrative centers are some 100 satellite classroom sites in hospitals, public schools, businesses, police departments, and other facilities convenient to students where they meet for class, some of them in Asia and Latin America. Most of these sites are administered by SCE administrative centers, but about 20 are the meeting places of central campus Doctor of Public Administration and Doctor of Education clusters. These sites depend on their administrative centers for counseling, libraries,

computers, and scheduling. Typically, they consist of no more than a classroom where students and faculty meet for class, and where academic advisers and registration clerks visit on a regular schedule. Communication between the administrative center and central campus departments, on the one hand, and the site's students and faculty, on the other, is generally by telephone, FAX, and post.

The educational cluster sites operated by the Doctor of Public Administration, Doctor of Education, the Education Department, the Philosophy and Religion Department, and the School of Business and Economics are primarily single-program classroom educational sites, and their quality management is addressed in Part V, Quality Management for Programs. Few additional site-specific QMS questions remain to be asked about these sites because they are essentially classroom locations for a general program administered from the central campus. Quality is assured in the D.P.A. and Ed.D. programs by the active participation of regular contracted faculty in every classroom and in all other phases of the programs. Quality is assured in these and the other programs through overlapping QMS procedures applied to the courses, faculty, schedules, and programs at these educational sites. To some extent, this is also true of the educational sites administered by the SCE Education and SCE Health Services Management administrative centers because they also are single-program centers where regular contracted faculty teach, and they are supervised closely by full-time program chairs.

Most SCE administrative centers, however, offer more than one program and are more than classroom sites. With permanent administrative and classified staffs, regular faculty, multiple program offerings, libraries, textbook operations, advising services, commencement exercises, and more, they are, in some senses at least, semi-independent branch campuses of the University. For this reason, additional QMS procedures are necessary and appropriate to evaluate these centers (including their satellite educational sites) as a whole, separate from and in addition to the evaluations made of courses, faculty, programs, and other features of the centers. Consequently, the procedures contained in Part VI relating to off-campus educational sites apply primarily to the 14 SCE administrative centers. CAPA is largely unaffected by these procedures even though it is an administrative center, because its central campus location means that it is constantly being observed and evaluated and it has ready access to all the facilities available to central campus programs. Similarly La Verne College of Athens, which has an Associate Dean and a score of regular contracted faculty in residence, carries out most of the communications and review functions on an on-going basis.

B. Communications Between Academic Departments and SCE Administrative Centers Policy on Communications Between Academic Departments and SCE Administrative Centers:

The University wants all academic departments with programs or courses offered at a center to be in regular contact with the center's director and faculty. Regular contact includes not only telephone, FAX, post, e-mail, and other forms of communications; department, regional, and other meetings; and personal visits in both directions; but also the appointment of faculty liaisons, program chairs, special assignment faculty, and department associates assigned to specific administrative centers.

Procedures for Communications Between Academic Departments and SCE Administrative Centers:
1. It is the responsibility of the Vice President for Academic Affairs to see that all regular contracted faculty are familiar with the part-time faculty who teach courses for which the full-timers are responsible and that each part-time faculty member knows which regular contracted faculty member is responsible for the course(s) he/she teaches.

2. It is the responsibility of the Vice President for Academic Affairs to see that all faculty, regular contracted as well as part time, and all administrators at SCE administrative centers have access to FAX and e-mail communications.

3. It is the responsibility of the Vice President for Academic Affairs to see that every administrative center has at least one special assignment faculty or department associate in residence or at least one faculty liaison assigned to it.a. Centers in the greater Los Angeles metropolitan area are linked to central campus academic departments with faculty liaisons.b. Centers in California outside the LA area are linked with department associates.c. Centers in California with sites both inside and outside the LA metropolitan area are linked with program chairs who act as faculty liaisons. Business and Health Services Management are also linked with department associates, and these two as well as Education are also linked with full-time faculty who regularly teach off campus.d. Centers outside California are linked to central campus academic departments with special assignment faculty.

4. It is the responsibility of the Vice President for Academic Affairs and the deans to encourage and support regular communications on academic matters between departments and SCE administrative centers.
    a. For departments with special assignment faculty, faculty liaisons, and department associates, these individuals have a special responsibility to facilitate communications between academic departments and administrative centers. In addition, all members of these departments responsible for programs or courses off campus should be in regular contact with center directors and with faculty who teach these courses and in these programs.

b. For departments responsible for programs or courses offered at a particular off-campus center but which do not have special assignment faculty, faculty liaisons, and/or department associates assigned to the center, it is the responsibility of the department chair and appropriate program chairs and faculty specialists to keep in touch with center directors where the courses/programs are offered and with faculty who teach these courses and in these programs.

5. It is the responsibility of the Vice President for Academic Affairs and the deans to encourage and support telephone and FAX contacts, off-campus visits by central-campus faculty, central-campus visits by off-campus faculty, joint department meetings, collegial reviews, faculty exchanges, and other means of communicating between academic departments and administrative centers.

6. It is the responsibility of the Vice President for Academic Affairs and the deans to promote and support annual university-wide meetings of part-time and regular contracted faculty in each discipline and center-wide faculty meetings attended by contracted faculty from academic departments.

C. Administrative Center Reviews
Policy on Administrative Center Reviews:
Administrative centers and their satellite sites are visited and reviewed on a regular basis by regular contracted faculty and by administrators. These visits are often described as "site reviews." Often visits combine aspects of center reviews and program reviews. The president, vice presidents, deans, and key central campus directors all visit centers on a scheduled basis to conduct University business, review developments, and build web of the personal and professional ties that link the institution together. University trustees visit, too, although not quite as often. Faculty visit to teach, review programs and courses, conduct collegial reviews, join in faculty meetings, examine libraries and facilities, meet students and part-time faculty, and foster collegiality. Center administrators regularly visit the central campus to attend meetings and retreats, consult program chairs and other faculty, meet with directors of administrative departments, and conduct other University business. Off-campus faculty come to the central campus to attend meetings and workshops, participate in University functions such as commencement, and to teach. The University encourages and supports such visits and reviews, and schedules reviews by key personnel at off-campus centers on a regular basis.

Each visit becomes a center review, either formally or informally. Depending upon the visitor's speciality and responsibilities at the University, center reviews are tailored to promote collegiality and the mission of the University. Central campus administrators

generally visit off-campus centers with specific tasks and goals in mind, as do center directors who visit the central campus. Faculty are often asked by the Vice President for Academic Affairs and/or the dean(s) to review particular aspects of certain programs, specific part-time faculty performance, or the adequacy of classrooms, libraries, labs, and other facilities. When program reviews are being conducted--and particularly when the University is preparing for visits from WASC, the Teacher Credentialing Commission, the California State Bar Association, or another outside accrediting agency--complete formal site reviews are conducted by visiting faculty and administrators using guidelines set down by the appropriate outside agency.

The QM Office maintains a database of the major center visits and reviews.

Procedures for Administrative Center Reviews:
1. The Vice President for Academic Affairs, the deans, the Director of Residence Centers, the Coordinator of Library Services (SCE), the Director of Academic and Student Services (SCE), the Director of Management Information Systems, the Controller, and other key central-campus administrators must plan and budget for visits/reviews to appropriate SCE administrative centers on a regular basis. Some plan annual visits; some biennial; some triennial; some quadrennial.

2. All administrative center directors plan and budget for visits to the central campus at least annually. Directors of centers in the greater Los Angeles metropolitan area make weekly or semi-weekly visits to attend meetings, meet with faculty and key administrators, and conduct ULV business. Directors of California centers outside of the L.A. region generally visit the central campus for meetings, retreats, and workshops four or five times a year. Directors of centers in Athens and Alaska generally make annual visits.

3. Regular visits for collegial reviews, faculty meetings, and workshops are planned and budgeted for faculty liaisons, department chairs, program chairs, and faculty specialists. Such faculty in departments heavily involved in off-campus programs usually make four to five visits to off-campus centers each year. Most of these visits involve both program reviews and site reviews.

A visit by the Program Chair of International Programs, School of Business and Economics, is scheduled to review ULV's programs in Europe at least once every four years.

4. When travelling faculty visit Europe or Alaska, the University endeavors to schedule visits to ULV centers there for collegial reviews, meetings with faculty and

administrators, and reviews of libraries, labs, and other facilities. ULV supports such visits, and the Vice President for Academic Affairs, the deans, or department chairs provide guidelines for the reviews.

5. Whenever the opportunity arises for central-campus faculty to teach at an off-campus center or for special assignment faculty to teach at the central campus, academic and financial arrangements are made to facilitate faculty exchange. In Business, Education, Health Services Management, and Public Administration central campus faculty teach in off-campus programs each term. Generally speaking, one special assignment faculty member teaches at the central campus each year.

6. Deans, department chairs, and center directors are jointly responsible for arranging and supporting meetings of each center's faculty at least twice a year and for seeing that regular contracted faculty attend these meetings.

7. The Vice President for Academic Affairs and the deans are jointly responsible for convening and supporting a university-wide annual meeting of part-time faculty and seeing that contracted faculty faculty in appropriate departments attend.

8. When trustees express an interest in visiting centers, arrangements are made to facilitate a visit.

9. The Director of QM is responsible for maintaining a database of site visits.

D. Additions of Off-Campus Centers and Educational Sites
Policy on Additions of Off-Campus Centers and Educational Sites:
The addition of an administrative center is a major financial undertaking which requires the approval of the SCE Dean, the Vice President for Academic Affairs, the Vice President of Administra-tion and Finance, the President, and the Board of Trustees. Since it is a not a step taken lightly, ULV added only three centers in the 1980's and two in the 1990's. New centers designed to provide better service to current students in an established ULV service area but which do not involve additions or changes to programs nor the offering of established programs in new localities may not require faculty approval nor a WASC substantive change report. New centers which are planned outside established ULV service areas or involve additions or changes to established programs may require faculty approval and a WASC substantive change report.

The addition of a satellite educational site to established administrative center is generally an administrative decision for the center director with the concurrence of the SCE Dean. The center director must inform the academic department and the Vice

President for Academic Affairs. The new educational site must be reported in ULV's annual report to WASC; in some cases a substantive change report needs to be submitted.

The addition of an administrative center or a satellite educational site outside the United States presents additional legal, cultural, administrative, linguistic, and financial problems that make them, as the Chinese character for crisis implies, both an opportunity and a danger. Consequently, when working in foreign countries and U.S. territories, additional precautions must be taken and safeguards instituted beyond those required for centers and sites within the 50 states. Special care must be taken no matter whether La Verne is setting up its own program or site or is entering a joint venture with another institution or group.

Procedures for Additions of Off-Campus Centers:
1. Before a new off-campus center can be considered, a proposal similar to the one needed for approving a new program and containing all of the following items must be prepared:

    a. A market assessment of the need for the center including documentation substantiating this assessment.

    b. A detailed budget for the center outlining the estimated revenues and expenditures for the first three years, covering all of the following:

        1). Personnel (including classified/technical as well as administrative and faculty, part time and regular contracted) along with a list of the credentials needed. This must also cover time of contracted faculty faculty to manage the academic elements of the center and classified personnel to support this faculty and off-campus operations (including Registrar, Financial Aid, etc.).

        2). Equipment specified by the faculty responsible for the programs to be offered at the center laid out in an itemized list, including rentals, if necessary. This may include overhead projectors, computer display devices, and student-accessible computers.

        3). Library facilities. Library support for the center should include a percent of revenue (minimum 2%) committed to building a collection and providing access for students and faculty.

        4). Facilities rental.

        5). Recruitment.

6). All other items needed to run the program.

c. A list of the satellite sites attached to the center.

d. A complete description of the programs to be offered at the proposed center.

e. Résumés of key personnel (including part-time and regular contracted faculty who will teach in the program and faculty liaison, department associates, and special assignment faculty, if any).

f. A marketing plan for the center, along with a cost breakdown for the plan.

g. A list of competitors in the service area with an analysis of how ULV will be able to successfully compete in the market.

2. If the SCE Dean approves the proposal, he/she recommends it to the Vice President for Academic Affairs. If the Vice President approves, he/she decides whether it must be approved by the faculty and reported as a substantive change to WASC.
   a. If the new center does not involve additions or changes to programs nor the offering of established programs in new localities, it may not require faculty approval nor a WASC substantive change report. Nevertheless, the Vice President may wish to solicit faculty input.

   b. If the new center is planned outside established ULV service areas or involves additions or changes to established programs, the Vice President will present the proposal to the Dean's Council and then to the department, academic affairs committee, or ad hoc task force of faculty appropriate to evaluate it. He will also set in motion WASC substantive change report. No such center has been established since the Encino campus of the college of Law in 1983.

   c. The Vice President and SCE Dean will also take the proposal to the Executive Vice President and the President.

3. Before the new center can be established, the following additional things must be done:
   a. If declared necessary by the Vice President for Academic Affairs, the appropriate faculty group(s) must approve. Even if faculty approval was not necessary, the Faculty Assembly must be informed of the decision.
   b. The Vice President of Administration and Finance, the President, and the Board of Trustees must approve.

c. The new center must be appropriately budgeted.

d. The director and other key personnel must be hired, facilities rented, equipment purchased, etc.e. If the Vice President for Academic Affairs judges it necessary, a substantive change report must be prepared, submitted, and approved.

Procedures for Additions of Satellite Educational Sites to Administrative Centers:
1. When a director of a single-program administrative center (e.g., Educational Management; Public Administration Health Services Management) wants to establish a new satellite site, she/he must inform the program chair. Directors of centers which offer multiple programs need not consult departments unless an understanding has been reached that this must be done.

2. After consulting with the appropriate program chair or department, if necessary, the center director should take plans for the new educational site to the SCE Dean or his/her designee.

3. If the SCE Dean is concerned that a substantive change report to WASC might be required, he/she must consult with the Vice President for Academic Affairs.
   a. If the Vice President decides that a substantive change report is needed, it must be prepared before the new educational site can be developed.

   b. It is the responsibility of the center director to prepare the substantive change report using WASC guidelines.

4. If no substantive change report is needed and if the director and the SCE Dean concur, the new site may be added.

5. The center director or SCE Dean must inform the academic department and the Vice President for Academic Affairs of the addition of the new educational site.

6. The Vice President must include the new educational site in ULV's annual report to WASC.

Procedures for Additions of Off-Campus Centers and Satellite Educational Sites outside the United States:
1. Any proposed addition of an off-campus center or a satellite educational site outside the United States requires the documentation, studies, and approvals described in "Procedures for Additions of Off-Campus Centers" above in this section.

2. In addition, the following must be addressed, either in separate documentation or as part of the basic requirements above:

a. The legal ramifications of doing business in the foreign place, including an analysis by attorneys familiar with opening and operating businesses there.

b. The probable position that the government of the place will take toward the opening and operation of a La Verne center or satellite site within its jurisdiction and its recognition or non-recognition of degrees granted by ULV. Is the government likely to be sympathetic or hostile? Will it recognize ULV degrees?

c. The probable position of the US government toward the opening and operation of the ULV center/site.

d. The existing and probable competitors for ULV's programs in the land, both domestic institutions and other foreign schools like La Verne.

e. The program(s) which will be offered with substantiation that their content has been approved by the appropriate department(s) and their college(s) or school(s) at the central campus and that, in addition, the department(s) and the respective dean(s) have approved the offering of the program(s) outside of the United States at the proposed location.

f. The projected revenue return to the University.

g. The ease or difficulty in which currency can be taken out of the place. Can ULV bring revenue back to the central campus and put them into the general fund? If so, what are the procedures, limitations, and problems?

h. A complete outline of wages, salaries, and employee benefits, including legal requirements for disability, unemployment, severance, etc. What is the probable salary structure for faculty and staff relative to existing schedules at the central campus? What benefit packages are required and/or expected? What kinds of unemployment and other employee taxes must be paid? Can compensation be paid in the local currency or must it be in US dollars?

i. The responsiveness of the center/site and its programs to ULV's Mission.

j. The activities or proposed activities of other ULV administrative and/or academic units in the place.

E. Deletion of Off-Campus Centers and Educational Sites
Policy on Deletions of Off-Campus Centers/Sites:
The deletion of an off-campus administrative center has significant academic and financial implications. It is a rare occurrence that historically has not been initiated by La Verne. ULV closed its centers at Subic Bay (1981) and Naples (1993) because of a decision by the US military regarding the delivery of educational programs at military bases; Inservice (1981) and AAIC (1993) discontinued as centers after discussions with WASC. Arrangements for closure of a center are developed by the center director in consultation with the SCE Dean and the approval of the Vice President for Academic Affairs and the President. To the best of the University's ability under the circumstances, provisions should be made to allow students matriculated into programs at the center to complete the program with ULV or another school. The appropriate faculty bodies must be informed of the deletion, and, if required, a substantive change report needs to be submitted to WASC.

The deletion of a satellite educational site attached to an off-campus center, like the addition of such a center, is generally an administrative decision by the center director with the concurrence of the SCE Dean. The center director must inform the academic department and the Vice President for Academic Affairs of the deletion. The deletion must be included in ULV's annual report to WASC.

Procedures for Deletions of Off-Campus Centers:
1. When a center director determines that his/her center needs to be deleted, he/she must consult with the SCE Dean.

2. If the Dean agrees, the matter is taken to the Vice President for Academic Affairs, the Vice President of Adminis-tration and Finance, and the President.

3. If all agree that the deletion is required, the center director prepares a detailed plan for the orderly shutting down of operations. The plan must include provision for current students to continue towards their degrees.

4. If the SCE Dean, the vice presidents, and the President approve of the plan, it can be put into operation.

5. The SCE Dean or his designee is responsible for informing the appropriate faculty bodies of the deletion.

6. The Vice President for Academic Affairs is responsible for seeing that a substantive change report is prepared and submitted to WASC, if necessary.

Procedures for Deletions of Satellite Educational Sites to Administrative Centers:

1. The center director should take plans for the deletion to the SCE Dean.

2. If the director and dean concur, the site may be deleted.

3. The center director or SCE Dean needs to inform the academic department and the Vice President for Academic Affairs of the deletion.

4. The Vice President must include the deletion in ULV's annual report to WASC.

Chapter VII: Quality Management for Libraries

A. General Policy on Libraries

Adequate library resources are essential to the delivery of educational programs. Each La Verne student and faculty member at every location must have access to them. La Verne believes that such resources include not only books and periodicals on the shelves in the campus libraries, but also electronic and telecommunications links to larger collections and databases in the appropriate fields. Access to information is the key.

To accomplish this ideal, La Verne must maintain an appropriate collection of books and journals that can be made available to all of its students. Since many ULV students pursue their studies at locations distant from campus, the University must make Wilson Library resources available to them and their faculty on an equal basis with central campus students. To do this, the Library uses telephone, modems, fax, mail services, online databases, and full-text online journal and reference collections.

Access to ULV libraries is the heart of La Verne's strategy for providing library resources, and the campus library seeks to be the primary supplier of bibliographic instruction, books, computer searches, articles, and other materials for ULV students. Only after utilizing the resources of the University is the student directed to use the resources of other libraries. In such cases, La Verne encourages the use of interlibrary loan through OCLC, connection to the Internet through the education centers, and connection to resources near the student's home and place of work. Since libraries buy within the scope of a program's offerings, the University realizes that not only is there an obligation to provide materials that support the programs of the University but also that libraries near the student may not contain materials that are suitable for students in a particular program.

While it it important for students to find resources in ULV's libraries and additional resources through searches originating in these libraries, it is equally important for students to learn how to use the libraries available to them where they live and work. Central campus students as well as SCE students must be able to continue to use library resources after they have completed their university education.

Faculty in particular need library resources greater than the requirements of classroom teaching. They must have access to research collections both at La Verne and elsewhere. Since research is part of every University's mission, ULV works to provide this access through electronic and other means.

In addition to access to an adequate literature search capability and an adequate

collection of books and periodicals, students and faculty must be trained in the use of the library and its information search systems. Such training must be provided at all levels and in every location where ULV programs are delivered.

The University works within the guidelines of national and international associations of librarians to create an effective state of the art program to deliver library services and materials to students off campus. Since the effectiveness of any such program is measured by the use made of it, the University must constantly survey students and faculty, and keep directly related measurements to monitor use, satisfaction, and the fulfillment of educational goals with the services and materials that are provided.

B. Quality Management for Wilson Library
Policy on Quality Management of Wilson Library (and other campus libraries and reading rooms):
Wilson Library is the main library of the University of La Verne. The two Law Libraries serve the same function for the campuses of the College of Law. The University aims at providing students and faculty through Wilson a constantly improving collection of books and periodicals for research and general study as judged by the regular contracted faculty. This requires the cooperation of faculty and the library staff.

At the same time, ULV recognizes that neither Wilson nor any other campus library can any longer be adequate to house all the information sources needed for contemporary research. This is especially true for degree programs that are applied in nature such as La Verne's master's degree and doctoral programs. With the introduction of new technological advances, the University has seized the opportunity to enhance its collection through the use of OCLC, the Internet, Dialog, and other resources to make accessible virtually any material located anywhere in the world.

Procedures for Quality Management of Wilson Library:
1. It is the responsibility of the Head Librarian, working with the library staff and other ULV faculty, to plan and maintain adequate facilities, collections, and technologies for the University libraries.

2. It is the responsibility of the Vice President for Academic Affairs, working with the Head Librarian, the Vice President of Administration and Finance, and the President, to see that adequate facilities, collections, and technologies are obtained and funded for the University libraries.

3. It is the responsibility of the University faculty, particularly the regular contracted faculty, to assist in the development of the collections. Among other things this includes:

a. Recommendations for acquisition of books, periodicals, documents, videos, and other library resources.

b. Assistance in the identification of outdated and/or unnecessary materials.

c. Suggestions for the acquisition of appropriate technologies.

d. Cooperation in the provision of course syllabi, reading lists, reserve book lists, and other course information.

C. Quality Management of Library Resources for Off-Campus Centers and Educational Sites
Policy on Quality Management of Library Resources for Off-Campus Centers and Sites:
Without doubt, the greatest challenge for the University of La Verne in the area of libraries is providing adequate library resources to its students and faculty at centers and sites away from campus. This is as true of campus-based programs (e.g., Ed.D.; Ecumenical Center for Black Church Studies) as it is for SCE programs.

Two options are open to La Verne and other institutions with programs being delivered away from the central campus. Either they can make the home campus resources available to students and faculty at off-campus sites, or they can provide comparable resources to off-campus students and faculty from other sources. Option two has traditionally included bringing books from the home campus to the site, making arrangements with a local library to house support materials in addition to those they have in stock, and providing students with information about various libraries in their vicinity and obtaining access for them to these libraries.

ULV follows the first option as its primary vehicle of delivery.   It brings the home campus library to students and faculty at a variety of off-campus centers and educational sites by using a mix of technologies. At the present time, the student or faculty member calls the 800 number for the Wilson Library and is asked what is needed. A librarian negotiates with the student for appropriate material—a computer search, pages of index, books, articles, etc. If necessary, the librarian helps the student to narrow the search and explains the pertinent indices in the field. If a student has received a search and is requesting articles, the librarian may explain how to read a citation. Information is tailored to the needs of the student. The librarian does not choose articles for the student, nor tells the student if the articles are owned at ULV. The student must either receive the information on a database or research the periodicals holdings list provided. If the student wants an article that is not available, the librarian can identify exactly where the journal is owned so that it can be copied by the student or obtained through

interlibrary loan. Many of the most important journals needed by ULV students are now available in full text online through the Wilson Library webpage.

The University of La Verne is committed to continually improving the technologies (to provide better and quicker access) and to expanding the collections in each center's library as appropriate to the programs it offers.

Procedures on Quality Management of Library Resources for Off-Campus Centers and Sites:

1. It is the collective responsibility of the SCE Coordinator of Library Services, the Head Librarian, the Dean of SCE, and the Vice President for Academic Affairs to see that SCE students and faculty have access to a university-level-quality collection of library materials and database search capabilities.

   a. In planning they must consult with the program chairs and faculty specialists with programs delivered through SCE.

   b. Where appropriate, arrangements should be made in advance for students to use libraries near their homes and jobs.

2. It is the collective responsibility of the program chairs of central-campus-based programs, the appropriate deans, the Head Librarian, and the Vice President for Academic Affairs working with the Coordinator of Off-Campus Library Services to oversee the appropriateness of center program collections.

3. It is the responsibility of the Vice President for Academic Affairs, working in cooperation with the deans and faculty, to plan and budget for technologies capable for improving access to materials and search capabilities. Among the technologies being utilized in 1999 are the following:

   a. 800 reference telephone number.

   b. A fax machine for transmittal of articles and for receiving article requests.

   c. An online catalog (OPAC).

   d. Proquest Direct full text journals online.

D. Quality Management of Training in Library Use
Policy on Quality Management of Training in Library Use:
ULV students and faculty must know how the use ULV's libraries, libraries near their homes and offices, and the latest technologies available for accessing these libraries and

other resources. ULV must provide training in these areas to its faculty and students no matter where they teach and study.

Procedures for Quality Management of Training in Library Use:
1. It is the responsibility of the Head Librarian, in consultation with the library staff and the ULV faculty, to plan and execute appropriate training activities for ULV students and faculty . Among other things, these activities include the following:

   a. Library use training for central campus traditional-age undergraduate students in University 100.

   b. Library briefings for graduate and doctoral students on campus.

   c. Brochures providing information about the library and its use.

   d. One-on-one assistance in learning the use of databases, etc.

2. It is the responsibility of the SCE Coordinator of Library Services, in consultation with the Dean of SCE and the directors, to plan and deliver training on the use of libraries, databases, technologies, and services offered through off-campus Library Services to students and faculty off campus. Among other things this training includes the following:

   a. Informational visits by the Coordinator of Off-Campus Library Services to off-campus classes.

   b. One-on-one tutorial sessions to students who call in on the 800 number.

   c. Brochures explaining the use of the 800 number, and services offered off campus as well as the use of databases, indices, and other bibliographic instruction.

Chapter VIII: Quality Management for Academic Computing

General Policy on Academic Computing

In the last two decades computers have become as critical to the educational process as libraries have been for millennia and laboratories for more than a century. Of the fields offered at La Verne, they are indispensible for the study of business and global studies, engineering, journalism, mathematics, and science, and they are almost as essential in most other disciplines studied a the University. Whether the student is participating in simulation exercises, doing statistical analyses, searching databases, reading journals, or laying out newspaper copy, computer software is needed. For this reason ULV believes that all of its students and faculty must have access to a personal computer, either privately owned or provided in labs by the University.

La Verne makes computers available in academic computing laboratories at the central campus and at each administrative center. At a minimum these labs have programming, word processing, spreadsheet, and database software as well as software to meet the needs of the particular programs offered at the location. Where appropriate, the labs are equipped with networks capable of supporting simulation exercises.

Worldwide access through the Internet enables ULV faculty and students to communicate with colleagues, libraries, databases, and organizations around the globe. ULV administrative centers also are connected to Internet. ULV's aim is to connect all of its students, faculty, and staff, off campus as well as on campus, with each other and with other universities, libraries, and databases through international electronic networks.

Because the field of computers and computer software is extremely dynamic, the University must continually upgrade the hardware and software used in academic computing. Hardware usually becomes obsolescent in a year or two, and software in much less time.

Closely associated to these changes is the need for regular training in the use of new equipment and programs. The University attends to the training needs of students by providing computer courses, and it provides for the training of faculty and other employees through regular classes and seminars.

Procedures for Quality Management of Academic Computing:

1. It is the responsibility of the Chief Information Officer and the Chair of the Department of Academic Computing and their staffs to keep abreast of developments in hardware and software and to recommend enhancements and upgrades to ULV's Academic Computing facilities.

2. It is the responsibility of the Dean of SCE, in consultation with the Chief Information Officer, the Department of Academic Computing, appropriate academic departments, and the SCE directors, to see that SCE administrative centers have the academic computing hardware and software needed to support the programs they offer.

3. It is the responsibility of the Vice President for Academic Affairs and the deans to see that faculty have the hardware and software they need to effectively teach their classes and conduct their research.

4. It is the responsibility of the Vice President for Academic Affairs, in consultation with the the Chief Information Officer and the Chair of the Department of Academic Computing, to see that ULV faculty and students, off campus as well as on campus, are appropriately linked to international computer networks.

5. It is the responsibility of the Chief Information Officer and the Department of Academic Computing to see that appropriate training is offered to students, faculty, and staff, off campus as well as on campus.

Chapter IX: Quality Management for Admissions

A. General Policy on Quality Management of Admissions
Students are the most important input into education at La Verne. Not only are they the primary purpose and the principal end product, but their quality is the single most important determining factor in the quality of education at the University. It is important, therefore, to select the best possible students through the admissions process.

The annual ULV catalogs outline admissions requirements and procedures at all levels both for on campus and off campus. In general, undergraduate admissions can be grouped into three categories: traditional-age central campus admissions (which is administered by the undergraduate Admissions Office), SCE undergraduate admissions (which is administered by the SCE director for each program), and EPIC admissions (which is administered by the EPIC director). All of these are overseen by the Vice President of Enrollment Management. Graduate Admissions, both on campus and off campus, are decided by the appropriate academic departments. Graduate Admissions are coordinated by the Graduate Office (for the central campus) and by the Director of Academic and Student Services, SCE (for SCE). Doctoral, law, and paralegal admissions are coordinated and decided by the separate academic departments.

By its mission La Verne welcomes students who are diverse in age and background. In consequence, admissions criteria are not the same in every undergraduate program. Central-campus traditional-age undergraduate admissions is reasonably selective with respect to standardized test scores and GPA's, but spaces are reserved for underprepared applicants through the Provisional Entrance Program (PEP). Admission to SCE, EPIC, the American Baptist Theological Center, and the Ecumenical Center for Black Church Studies, in contrast, is much more flexible, based on the fundamental understanding that many applicants to these programs are taking a second chance at college and/or came from disadvantaged backgrounds. Graduate admissions is identical for central campus and SCE applicants to the same program, but even at this level some spaces are reserved for underprepared students willing to make up deficiencies after being admitted.

B. Quality Management of Central-Campus Traditional-Age Undergraduate Admissions
Policy on Quality Management of Central-Campus Traditional-Age Admissions:
Policy for central-campus traditional-age admissions is developed by the regular contracted faculty who teach these students with the leadership of the Vice President of Enrollment Management and the Deans of Arts and Sciences, Business and Global

Studies, and Education. The policy is published in the ULV catalog and administered by the Admissions Office under the direction of the Vice President of Enrollment Management.

Currently (1999), an applicant must have a cumulative GPA of between 2.6 and 3.49 (excluding PE, ROTC, and Teacher's Aide-TA courses) and SATI scores of at least 950 (recentered) and 480 verbal for regular admission. During the 1990's ULV gradually raised these requirements, and it is the University's intention to continue to raise these standards in the 21st century.

Students who fall below these standards are reviewed by the Faculty Admissions Committee for possible admission through the Provisional Entrance Program (PEP). This program is limited in size, and students admitted through it are carefully monitored and supported. While in the program, they are limited in the number of units per semester they they can take, and they are required to take part in programs at the Learning Enhancement Center.

Procedure for Quality Management of Central-Campus Traditional-Age Admissions:
1. It is the responsibility of the academic deans and regular contracted faculty who work with central-campus traditional-age students to monitor and review admissions policy and see that it is modified as needed to attract and matriculate an appropriate number of qualified students into the central-campus traditional-age program.

2. It is the responsibility of the Vice President of Enrollment Management and Director of Admissions to make recommendations for changing the admissions policy as appropriate.

3. It is the collective responsibility of the deans, regular contracted faculty, and Director of Admissions to develop a plan for steadily increasing the average GPA and SAT scores of applicants.

4. It is the responsibility of the Admissions Office to recruit a qualified applicant pool.

5. It is the responsibility of the traditional-age-student faculty to review prospective PEP students and to admit those into the PEP program who seem to have the potential to succeed at ULV.

C. Quality Management of Admissions of Nontraditional Undergraduate Students
Policy on Quality Management of Admissions of Nontraditional Undergraduate Students:

Admission to SCE, EPIC, the American Baptist Theological Center, and the Ecumenical Center for Black Church Studies is based upon formal application, submission of transcripts for all prior college work, and proof of completion of high school or its equivalent. Policies governing each program are published in the ULV catalog. The decision to admit or not to admit a student is based on the estimated likelihood of the applicant's ability to complete the degree program for which he/she has applied. This decision is based more on the applicant's motivation, maturity, experience, and career goals than on prior GPA or test scores. Many nontraditional students tried college at an earlier stage in their lives before they were ready to apply themselves to the rigors of higher education, and it is ULV's intention to give such students another chance. Test scores are requested of an applicant only when other application materials call into question the applicant's motivation or ability to succeed. The admissions decision for nontraditional undergraduate students has been delegated by the regular contracted faculty to the directors of the nontraditional programs each of whom exercises it for his/her program.

Procedures for Quality Management of Admissions of Nontraditional Undergraduate Students
1. It is the responsibility of the faculty to monitor and review admissions policy for nontraditional undergraduate students and to modify it as appropriate.

2. It is the responsibility of the the program/center director of each nontraditional undergraduate program to collect documents from applicants upon which an intelligent estimate of ability to complete the desired degree program can be made.

3. It is the responsibility of the program/center director to admit applicants who meet the admission criteria listed in the ULV catalog. Applicants who do not meet admission criteria may be considered for admission by the SCE Admissions Committee.

4. It is the responsibility of the regular contracted faculty to monitor nontraditional undergraduate applications to see if the admissions process is selecting applicants who can succeed.
    a. Normally this is accomplished by seeing how well those admitted into nontraditional programs do at ULV, and what their rates of completion are.

    b. Research to determine these success rates is conducted by the Office of Institutional Research.

    c. The Registrar is responsible for verifying that all nontraditional applications are accompanied with transcripts of prior college work and proof of high school

completion.

D. Quality Management of Admissions of Master's Degree Students
Policy on Quality Management of Admissions of Master's Degree Students:
Admissions policy for master's degree programs is developed and administered by regular contracted faculty in these programs. General standards for admissions to all master's degree programs are set by the the regular contracted faculty of the appropriate academic departments and the Graduate Academic Policies Committee.

Specific requirements for individual master's degree programs are established by the regular contracted faculty in the program. The requirements in most departments include a minimum GPA and specific prerequisite coursework. Some departments make a standardized exam required or optional.

The decision to admit or not admit a student into a given master's degree program is made the regular contracted faculty of the appropriate academic department. Most departments have provisions for admitting students provisionally who have not taken all of the prerequisite coursework on the condition that they take this coursework as directed by the department.

Procedures for Quality Management of Admissions of Master's Degree Students:
1. It is the responsibility of each master's degree program chair to see that admissions requirements and procedures are appropriate, modifying them when necessary to meet this goal.

2. Applications and supporting materials are forwarded to the appropriate program chair through the Graduate Office (for central campus applicants) or the Office of Academic and Student Services (for SCE).

3. It is the responsibility of each program chair, working in collaboration with the regular contracted faculty in the program, to admit students who meet admissions standards.

E. Quality Management of Admissions of Doctoral Students
Policy on Quality Management of Admissions of Doctoral Students:
Admissions policy for each ULV doctoral program is developed and administered separately by faculty in the program. The decision to admit or not admit a student is made by the regular contracted faculty in the program.

Procedure for Quality Management of Admissions of Doctoral Students:
1. It is the responsibility of the Deans of the Colleges of Law and chairs of the other three

doctoral programs to see that admissions policy is appropriate and in accord with standards in their fields.

2. Applications and supporting materials are sent directly to the department (or campus of the College of Law).

3. It is the responsibility of the Law deans or doctoral department chair, working in collaboration with his/her regular contracted faculty, to admit students who meet admissions standards.

Appendix of Forms

QMS8, Instructor Subsequent Approval/Removal Request - not available

QMS9, Instructor Approval Form Cover Sheet - not available

QMS25, Instructor/Course Review Report Form - not available

QMS30 Program Change Cover Sheet - not available

QMS40a, Course Change Request Form - not available

QMS43, Part-Time Teaching Application - not available

QMS44, Guidelines for Curriculum Vitae/Professional Resume
The following format may be used for writing a curriculum vitae/professional résumé in applying for part-time teaching at the University of La Verne, but alternate formats are acceptable.
1. Name

2. Mailing address.

3. Home and office telephone.

4. Education history: List all degrees and credentials received, dates awarded, and degree-granting institutions. List undergraduate major(s) and minor(s) and graduate area(s) of emphasis or specialization.

5. Employment history: Include employer's names and addresses, your position titles, and a brief description of your duties. This should cover at least the last five years, listed in reverse chronological order.

6. Additional training and experience: List any additional experience or training not listed in your education and employment histories which prepares you for teaching at the University of La Verne.

7. List the names, addresses, and telephone numbers of three references able to testify as to your professional qualifications, at least one of whom has first-hand knowledge of your teaching abilities.

QMS45, Guidelines for Writing Course Proposals

Purpose
The University of La Verne operates a variety of on- and off-campus educational programs in both undergraduate and graduate studies. The quality of these programs depends on the validity of the goals, the effective management of resources, and the quality of the faculty and students. Because the link between student performance and teacher performance is direct, careful and comprehensive planning facilitates achievement. As a starting point in planning, each instructor who intends to offer a new course for La Verne must provide a written, comprehensive course proposal that will be reviewed by appropriate peers at the University. These proposals are formulated, reviewed, and approved so that

1. The courses are operated with the full knowledge and approval of the department designated by the number and title,

2. Students are informed of the purpose, content, and performance requirements at the time they choose or begin their programs,

3. The relationship of the course both to the degree program and to the University's mission is clearly delineated,

4. Performance standards for degree, credential, certification, or course challenge are consistent and understood by students, faculty, and administration,

5. Instructors can share the resources of colleagues, materials, or other aids which can be of assistance in carrying out the program, and

6. Criteria for measuring teaching and learning effectiveness are made possible on the basis of instructional plans. These specify instructional objectives in behavioral or measurable terms, identify and define alternative methods to reach desired performance levels, and define measures for post-assessment.

In the formulation, review, and approval process, it is recognized that the proposal is a reasonable statement of intent, and that changes will take place as a result of experience and discovery within a planned framework. Faculty review is employed as a method of encouraging the faculty interaction, not to limit the academic freedom or the responsibility of the individual.

Please do not include specific times, dates, location, or name of instructor within the

course proposal. Courses are approved or disapproved on their own merit separately from information which may become dated.

Components of a Course Proposal
The following outline provides an explanation of the steps for preparing a course proposal along with a hypothetical model as an example. You will note that the component parts have a congruent relationship to one another. The course goals, by giving direction and purpose, find expression in the activities of participants and manifest themselves in some specific resultant behavior (objectives). This interrelationship provides a road map, so to speak, for clarity of purpose and performance expectations.

1. Course Designation, Authorship, and Date
   a. Department (and proposed course number, if appropriate)

   b. Title -- a brief statement defining a subject as a particular area, or a related group of ideas. Please make the title as descriptive and as brief as possible, remembering that it will be abbreviated to 22 characters (including spaces) on transcripts.

   c. Semester-hour value -- the time required to complete the instructional plan. One semester hour is equivalent to 15 hours of instruction.

   d. Intended level or course -- undergraduate, graduate, doctoral, professional credit, etc.

   e. Proposed cross listings, if any

   f. Name of the author of the proposal

   g. Date the proposal was prepared
   Example:
       PSY 517, Counseling Theories and Techniques (3)
       Graduate Credit only
       Prepared by Leo Freud, September 4, 1999

2. Course Description
A brief narrative paragraph establishing the scope of the course in summary form. Goals, activities, and requirements may be included to help clarify the scope of the course. This paragraph serves as an identifying reference in course catalogs. ULV's catalog description will be abstracted from this statement.

Example:
Explores the development of counseling as a profession. Reviews theory, technique, attitude, and counselor role. Students gain practice in theory application in a practical workshop setting.

3. Goals

A statement, or list of statements, indicating broad direction(s) of purpose. A goal is a general in nature. Goals are typically worded in phrases such as "to develop an understanding," "to become cognizant of or familiar with," "to be able to use and interpret," "to improve understanding," "to gain experience in," or "to be able to critically analyze," etc.

Although goals stated in such general terms cannot serve as criteria in evaluating attainment, they provide an identification of purpose that indicates to the student what he can expect from the course.

Example:
a. Participant will describe various counseling theories and the techniques used in each

4. Course Outline

A list of the components of the course, identifying the major areas covered by the course.

Example:
a. Development of the various schools of counseling theories and techniques--individual and group--which include the following:

1). Supportive Therapy

2). Behavior Therapy

3). Analytical Therapy

4). Transactional Therapy

5). Psychoanalysis

5. Activities of Participants

A list of activities planned for course meetings. They must include details on library work, writing assignments, and computer exercises and activities. What will the participants do during the course meetings? What is the expected time frame of the course? These activities should clearly illustrate the goals and outline of the course.

Example:

The student will do the following:

a. Listen to presentations of professor and visiting authorities

b. View films

c. Participate actively in topic discussion with leader and peers

d. Read and write seven reviews of relevant books and articles obtained through library research

e. Give class presentations

f. Participate in computer-simulated counseling sessions using various model techniques.

6. Evidence of Learning Outcomes

What is the intended evidence of learning outcome? What do you expect to happen because of this course? What are the expected and the specific actions that will demonstrate the learning of a skill, attitude, or body of knowledge? These should not be confused with goal statements. Objectives are more specific and measurable. In the event that someone would want to challenge this course, these could be used to create an appropriate challenge exam, if this course is challengeable. If it is believed that this course cannot be challenged, please state why.

Example:

By the end of the course, the student will have

a. Described in writing the theoretical aspects of the counseling approaches discussed in class and observed in presentations

b. Demonstrated and described, orally and in writing, the identification and classification of pertinent client behavior

c. Demonstrated in class and in writing, diagnostic and observational skills of emotional disorders, etc.

7. Assessment Plan

The assessment plan should clearly state the means of measuring course results. Please list the examinations, papers, demonstrations, projects, or other means you plan to use and state how they will certify achievement.

This assessment plan should be based upon the learning outcomes (objectives). If the objectives have been clearly and specifically stated, the assessment plan has practically been designed.

8. Text, Materials, and Resources
List all written, audio-visual, electronic, and other materials to be used in the class. If there are any materials crucial to the course but unavailable on the general market (such as something you have written or prepared), please attach copies to the proposal.

Example:
  a. Required and supplementary texts

  b. A list of resources used in class sessions: books, articles, journals, films, videos, tapes, and other supplemental materials

  c. A list of resources used in homework assignments: books, articles, software programs, journals, data sources, and other materials

9. Program Relationship
Please explain how the proposed course relates to each of the following:
  a. ULV's General Education Requirements (undergraduate courses only)

  b. Any major, minor, or other program (including certificate and credential programs)

  c. ULV's Mission Statement (see the current ULV Catalog), especially with respect to the following:
    1). Values

    2). Diversity and intercultural orientation

    3). International orientation

    4). Lifelong learning

    5). Service

QMS52, Guidelines for Collegial Review of Instructor/Course

Evaluation is one of the most critical and significant academic functions that any institution can perform. Trying to understand whether a course has mattered or not is the starting point of all program planning and development. This important evaluation function by on-campus faculty or experienced part-time faculty serves as a strong link in insuring the quality of university offerings wherever they are and letting students and faculty know that they are part of the total educational program at the University of La Verne. We are, therefore, very grateful for your participation with us in endeavoring to evaluate our courses and instructors.

You are aware of the date and time of the review as well as the scheduled hours of the class, and, if you are the reviewer, you have been provided with the instructor's resume and course outline along with the number of students enrolled in the class. The report form (QMS25) provides questions to be evaluated as well as space for comments, suggestions, and recommendations.

If you are the instructor, we would like you to inform the class of the impending review and introduce the reviewer when he or she arrives. In the introduction we hope you will say something about the purpose and importance of quality reviews in education and other fields.

The principal purpose of this review is to assess the instructor's teaching effectiveness and to insure that the content of the course is appropriate. New instructors are reviewed within their first year of teaching at La Verne, and all instructors are reviewed on a selective, random basis. Being selected for a review, therefore, does not imply that anything is wrong; it is only part of the systematic quality assurance process. At the same time, reviewers are urged to be honest and thorough in their evaluations.

In conducting the review, the reviewer should try to be as unobtrusive as possible. The ideal would be to observe without being seen or heard. The class must continue as usual, both to get an accurate picture of its conduct as well as to allow the academic process to proceed. Reviewers may wish to chat with students or with the instructor without the other hearing, but this should only be done before class, on breaks, or after class. Arrangements for such interviews should be made in advance by the reviewer through the program director or by calling the instructor directly.

After the review date and time has been confirmed, La Verne encourages reviewer and instructor to contact each other by telephone to clarify the expectations in the minds of both parties as well as to make any additional arrangements for the visit. Such contact

always makes reviews run more smoothly and produce more reliable results.

If you need additional information, please feel free to call the Office of Quality Management, (909) 593-3511, ext. 4240.

Again, thank you for your help.

QMS74, Action Report on Teaching Evaluations - not available

QMS92, New Course Approval Form

NEW COURSE APPROVAL FORM
University of La Verne -- Quality Management

Course Title:	
Title for Transcript (Maximum of 30 characters, including spaces):	
Subject/Proposed Number:	**Cross List Subject/Proposed Number:**
Semester Hours:	**Prerequisites:**
Grade Option(s):	**General Education Fulfillment:**
Challengeable? Yes | No	**Number of times the course may be taken for credit:**

Course Description for Catalog:

Please attach a complete course proposal with this form.

Submitted by (printed name):	**Department/Center:**
Submitted by (signature):	**Date:**
Signature of SCE Director (for SCE submissions only) recommending approval:	

Course Numbering System - not available

Instructor Interview - not available

Instructor Reference Form - not available

Student Opinion Survey - not available

Teaching Evaluation Form - not available

Other Appendixes

Appendix A: List of Department/Program Chairs and the Fields/Areas They Review

A. COLLEGE OF ARTS AND SCIENCES	
Fields/Areas	**Program Specialist**
Anthropology	Sharon Davis
Art	Ruth Trotter
Asian History and Government/ International Relations	John Jang
Behavioral Science	Ann Wichman
Biology/Life Science	Harvey Good
Chemistry	Iraj Parchamazad
Church History/Theology/Humanities	John Gingrich
Computer Science/Engineering	Michael Frantz
CORE 300	Dan Campana
CORE 305, 310, 320	Teresa Bader
CORE 340	Bob Neher
English Composition	Catherine Henley-Erickson
ESL	Janice Johnson
French	Gerard Lavatori
General Studies	John Gingrich
History -- European, US, World	Steve Sayles
Honors	Andrea Labinger
Philosophy/Religion/Humanities	Dan Campana
Life Science/Environmental Studies/Natural Science	Bob Neher
LIT	Gerard Lavatori
Literature with ENG designation	David Werner
Mathematics	Michael Frantz
Movement & Sports Science	Rex Huigens
Music	Reed Gratz
Photography	Gary Colby
Physics	Sarah Johnson
Political Science	Richard Gelm
Psychology (undergraduate)	Roger Russell
Psychology (500-level)	Errol Moultrie
Psychology (600-level: Psy.D.)	Valerie Jordan
Sociology/Criminology	Sharon Davis
Spanish	Andrea Labinger
Theatre	David Flaten
B. SCHOOL OF EDUCATION	
Fields/Areas	**Program Specialist**
Child Development/Child Life	Barbara Nicoll
Childrens Literature/Testing/Reading	Jan Pilgreen
Education/Methodology/Curriculum	Thomas McGuire
EDMT	Barbara Poling
Human Interaction/Secondary Curriculum/Learning Theory	Bob Burns
MGMT (500 level)	Carol Sawyer
School Counseling	Bob Hansen
C. SCHOOL OF ORGANIZATIONAL MANAGEMENT	
Fields/Areas	**Program Specialist**
HSM	Joan Branin
MGMT (300-400 level)	Janat Yousof
Public Administration (300-400 level)	Suzanne Beaumaster
Public Administration (500-level)	Ray Garubo
Public Administration (600-level)	Ells Johnson
D. SCHOOL OF BUSINESS AND GLOBAL STUDIES	
Fields/Areas	**Program Specialist**
ECBU and MBOM	Verne Orr

Appendix B: Guidelines for Approval of Instructors

The following guidelines are used by the department chairpersons and program specialists when deciding whether a prospective instructor is qualified to teach:

A. BEHAVIORAL SCIENCE DIVISION

Counseling experience is an important criterion for teaching in the graduate counseling program.

B. SCHOOL OF BUSINESS AND GLOBAL STUDIES

1. A minimum of an M.B.A. or its equivalent from an accredited institution, although a doctorate in business or economics is preferred.

2. Some teaching and relevant work experience in a specific functional area of private business.

3. Instructors should teach in their field(s) of expertise only, and not in more than two or three functional areas of business and/or more than half the courses in any functional area.

C. SCHOOL OF EDUCATION

1. A doctorate in the field of instruction is preferred; a master's degree is required.

2. Training in the specific content area of the course the person will bed teaching is required.

3. Practical experience in the content area of the course the person will be teaching is required.

4. Positive personal evaluations are required (minimum of three).

D. SCHOOL OF EDUCATION: PUPIL PERSONNEL SERVICES PROGRAM

1. Academic coursework in the subject area to be taught. Academic emphasis preferred; basic graduate coursework required.

2. Practical experience in applying academic knowledge and skills in a professional capacity. In the counseling program this means experience as a school counselor, psychologist, or mental health counselor. For some courses (Law/Organization, Research, Tests/Measurement, Seminar) experience in school administration is adequate. Current or recent experience is preferred.

3. Demonstrated ability to teach adult graduate-level courses. When the candidate has no prior graduate-level teaching experience, the interview becomes the primary means of assessing teaching potential.

4. Responses on the Instructor Response Form for the specific course(s) to be taught. This provides specific information about the instructorÕs knowledge of academic content, teaching strategies for counselor education, current materials and resources, and evaluation methods. It tells whether they can turn coursework and experience into an effective classroom experience.

Note: Problems arise when instructors are recommended with no academic coursework background in the subject area, or with no recent coursework or counseling experience. Instructors must be up-to-date.

E. EDUCATIONAL MANAGEMENT DEPARTMENT

A minimum of a master's degree and be a current practitioner in the field. For example, in order to teach EDUC 571, Personnel Management, the prospective instructor must be an assistant superintendent/director of personnel or a principal with background in negotiations and several years of experience as a principal.

F. ENGLISH COMPOSITION AND LITERATURE COURSES

For ENG 106, 110, or 111, a master's degree in English and evidence of teaching experience is expected. For ENG 106 high-school-level teaching experience may be sufficient; for 110 and 111, college-level is necessary. In some instances, evidence of rather long and successful teaching of English composition may outweigh the fact that the master's is not specifically an M.A. in English.

For literature courses the master's in English is expected as a minimum. Exceptions have been made for instructors with Ph.D.'s in, for instance, classics, modern languages, or humanities, whose records indicates strong preparation and experience.

G. ENGLISH AS A SECOND LANGUAGE PROGRAM

A minimum of an M.A. in TESOL or applied linguistics, or a minimum of an M.A. in a directly related field (e.g., English, English literature, etc.), plus TESOL training. In addition, college-level teaching experience is preferred, as is native or near-native fluency.

H. FOREIGN LANGUAGE PROGRAM

A minimum of a master's degree in the foreign language, Ph.D. preferred, as well as relevant experience in the field in which the instructor proposes to teach. Evaluations by supervisors and former students are closely examined.

I. HEALTH SERVICES MANAGEMENT PROGRAM

A minimum of a master's degree with relevant teaching and/or business experience related to the course(s) in question. Three positive supporting letters and a strong interview are also required. Academic relevance is matched with courses to be taught to ensure an appropriate selection.

J. HISTORY DEPARTMENT

1. Sufficient graduate work in the specific field of history to be taught--Ph.D. preferred but not required.

2. Good recommendations.

3. Past experience in teaching at the college level, particularly for those who do not have a Ph.D.

K. MATHEMATICS, PHYSICS, AND COMPUTER SCIENCE DEPARTMENT

1. A minimum of a master's degree with academic coursework relevant to the subject being taught.

2. Demonstrated teaching ability and/or a strong interview.

3. Positive recommendations

L. MUSIC DEPARTMENT

1. A minimum of a master's degree in music or extensive professional performing experience.
2. Previous teaching experience, institutional or private studio.
3. Recommendations from appropriate sources, e.g., professional colleagues, faculty members, etc.

M. NATURAL SCIENCE

1. A doctorate in the field of instruction is preferred; a master's degree is required.

2. Training in the specific content area of the course the person will be teaching is required.

3. Practical experience in the content area of the course the personal will be teaching is given high priority.

4. Positive personal evaluations are required (minimum of three).

N. PHOTOGRAPHY PROGRAM

1. Evidence of academic and professional preparation: (a) Graduate work in progress, and/or Master's degree in a fine art or photojournalism, and/or M.F.A. and (b) Show/publication record.

2. Applicant must submit a portfolio of recent work for faculty review.

3. Applicant must provide personal recommendations for teaching aptitude.

O. PUBLIC ADMINISTRATION DEPARTMENT

A minimum of a master's degree (doctorate preferred) with relevant teaching experience and/or professional experience related to the course(s) in question. Positive supportive letters of recommendation required.

P. RELIGION/ PHILOSOPHY DEPARTMENT

A minimum of a master's degree in Religion or Philosophy is required, although a Ph.D. is preferred. Relevant teaching experience and positive supporting letters are also required.Additions of Off-Campus Centers outside the United States.

Appendix C: Program Review and Planning Process

A. Pre-Evaluation Meeting
Participants:
    1. Evaluation Facilitator

    2. Program Chair/Coordinator

    3. Department Chair

Purposes/Goals:
    1. Establish timeline for the self-study.

    2. Specify pre-study group within the program.

    3. Identify initial departmental needs/concerns.

    4. Determine whether an outside consultant is available or needed.

Time Constraints:
Meets one time only (one hour or less) at the end of the academic year preceding the study.

Appendix D: Position Descriptions

Department Chairperson, College of Arts and Sciences
The chairperson is charged with giving leadership to the department including maintenance of a collegial and productive working environment, development of clear goals and plans, encouragement of excellence on the part of each department member, and efficient management of day-to-day operations.

Qualifications:
1. Full-time member of the faculty.

2. Hold at least the rank of assistant professor, and be non-probationary.

3. Demonstrated ability to provide leadership

4. A record of effective teaching and scholarly productivity.

Tenure and Appointment:
1. Appointment of the department chair is made by nomination of the department faculty and the approval of the Dean.

2. The term of office for department chair shall be three (3) years and renewable without limitation each succeeding three years.

3. The position of department chair is subject to an annual evaluation by the Dean, and an incumbent may be removed by the Dean or by a two-thirds vote of the faculty.

4. The Dean will negotiate with each chair regarding appropriate compensation or released time according to University guidelines.

Duties and Responsibilities:
The chairperson, working in close cooperation with colleagues, is expected to:
1. Establish a positive and productive working environment.

2. Develop a plan that sets forth a c!ear statement of the mission, philosophy, and goals of the department and each of its academic programs and provides a complete rationale for the curriculum design and a description of each course as to its relevance to the program book.

3. Plan and coordinate course offerings each semester and maintain a two to four year

course plan to facilitate student academic advising and course scheduling.

4. Recruit faculty with the credentials, academic preparation, and professional experience to achieve the department's mission and goals. This is accomplished in cooperation with the Dean.

5. Recruit qualified students for the department's program from within the institution and from secondary and post secondary institutions. This is accomplished in cooperation with the Admissions Office.

6. Organize the department and delegate committee responsibilities to achieve the work of the department.

7. Hold regular departmental meetings and in this and other ways maintain an open and clear communication with colleagues, superiors, and students.

8. Manage faculty loads through monitoring and adjusting student/faculty ratios, faculty counseling book, and committee assignments.

9. Promote the growth and renewal of faculty through appropriate use of coaching, classroom observation, faculty growth contracting, and departmental planning for faculty development. This is accomplished in cooperation with the Dean.

10. Manage and monitor the department budget and make monthly reports to department colleagues.

11. Establish and maintain efficient office support system, recruit and supervise office personnel.

12. Review faculty and prepare, through evaluation, reports for the faculty personnel committee and Dean regarding the performance.

13. Support the mission and administrative leadership of the institution.

14. Be responsible for coordinating appropriate public events related to his/her discipline, such as concerts, lectures, art shows, etc.

Department Chairperson, Natural Sciences
The department chairperson is charged with providing overall leadership of the department including assisting the division chair and the Deans in selecting faculty,

management of the day-to-day operations, planning, encouragement of excellence on the part of each member of the department, and the maintenance of a friendly and productive departmental esprit de corps.

Qualifications:
    1. Full time member of the University of La Verne faculty

    2. At least the rank of assistant professor

    3. Demonstrated ability to provide leadership

    4. A record of effective teaching and scholarly activities

    5. Active involvement in University governance

Tenure and Appointment:
    1. Appointment of the department chairperson is made by the Dean of Arts and Sciences after consultation with the division chairperson and recommendations from full-time department faculty. The President has the right of veto.

    2. The term of office for department chairperson shall be three (3) years and renewable each succeeding three years, but not to exceed three (3) consecutive terms.

    3. The position of department chairperson is subject to annual evaluation and audit by the Dean of Arts and Sciences, division chair, and full-time departmental faculty. Dissatisfaction with the department chairperson on the part of department faculty members should be reported to the division chair and/or Dean. Should the division chair deem it wise, he/she will recommend to the Dean that the person serving as department chairperson be removed from that office and returned to his/her previous academic standing.

    4. The final decision on the removal of a department chairperson is made by the appropriate Dean and the President.

Program Chairperson, School of Business and Global Studies
The program chair is responsible for the quality of a degree program as a whole wherever it is offered. This means that the program chair, working collegially with faculty specialists and other appropriate faculty, establishes the philosophy of the program, its mission and goals, the design of the curriculum, and the method for its

evaluation. In a holistic sense, the program chair is concerned about the quality of the faculty, curriculum, learning resources and facilities. The program chair is accountable for the quality of students who enter the program, the credentials of the faculty and the overall value of student learning outcomes gained through the program. The following are the program chair duties and responsibilities:

1. Annually set goals for the program and conduct an assessment at year's end to be prepared in an annual report of program quality that includes enrollment, faculty credentials, and development; student quality; curriculum; instructional resources; and facilities.

2. Develop proposals for program revisions through the use of a program curriculum committee composed of two full-time faculty, one or more departmental associates, and a representative from SCE who will have the responsibility for developing program revisions for submission to the entire faculty.

3. Review and revise as required the curriculum book and see that revisions are effectively disseminated to all full- and part-time faculty who teach in the program.

4. Approve all part-time faculty with recommendation from the appropriate faculty specialist; recruit and schedule faculty for central campus program.

5. Orient part-time faculty to program philosophy and goals and to program changes through participation in at least two part-time faculty meetings annually at the central campus and at each of the centers as well as the Faculty Development Workshop on campus.

6. Conduct a site review at each center at which a program is offered at least every three years (This may be done in connection with a faculty meeting.)

7. Coordinate a comprehensive program review every four years which will include the program self-study required for WASC accreditation visit at the eighth year.

Compensation: Program chairs will meet with the Dean annually in the spring or early summer with a plan of objectives and activities on the basis of which a supplemental contract will be agreed upon for the coming year. Compensation may be in the forms of stipends, released time, and/or extended contract.

Faculty Liasion, School of Business and Global Studies
Liaison faculty are assigned to Professional Development Centers as the representatives

of the faculty in the School of Business and Global Studies and are accountable to the faculty and the Dean. Their purpose is to provide academic leadership at the center through fostering academic quality and teaching excellence and working to promote consistency and accountability in program philosophy and the delivery of course content. In the performance of their duties, liaison faculty should work closely with the center director and actively seek to promote an atmosphere of teamwork and collegiality with center staff and all part-time faculty. Clerical and logistical support will be provided by the center director and staff. The following are the faculty liaison duties and responsibilities as developed by them, the center directors, and approved by the faculty:

1. Participate with other faculty in setting annual goals for the improvement of integrating off-campus faculty and improving the consistency and quality of academic programs.

2. At the end of each academic year (June) provide requested statistical information from the center for an annual report.

3. Attend and participate in School of Business and Economics (SBE), and Faculty Assembly meetings on the central campus.

4. Serve as the part-time faculty's PDC resource for academic policy and regulation information.

5. Assist other School of Business faculty, center directors, and the Dean in communicating with part-time faculty assigned to the center.

6. Meet with the center director on a mutually agreed upon schedule.

7. With the director's input, plan and conduct meetings at least quarterly with department associates. Agendas and minutes of these meetings should be distributed to the center director, Dean, assistant vice president, and be made available to center faculty.

8. Each term, review all student evaluations with the center director and serve as a mentor for faculty who are having difficulty being especially cognizant of the needs of new faculty. Involve the faculty specialists as necessary in this mentoring process.

9. In conjunction with the center director, coordinate and schedule collegial reviews by the faculty specialists or their designees, including the preparation of an evaluation file. Assist in obtaining information for a pre-review file, such file to include a copy of

the faculty résumé, student evaluations, course syllabi, and final examinations where utilized, and forward file to the faculty specialist. Collegial reviews should be conducted of (1) all new faculty in their second term, (2) all current faculty during their second term of teaching a new course, and (3) all part-time faculty at least every three years.

10. Schedule, plan, and coordinate, with input from center director and SBE faculty, at least one part-time faculty meeting at the center each year. These may be meetings of all faculty or meetings of specialized faculty groups. Agendas and minutes of these meetings should be distributed to center director, Dean, and assistant VP, and be made available to the faculty.

11. Review all course syllabi at the center and work with part-time faculty on significant discrepancies between class syllabi and course outlines. Involve the faculty specialist as needed.

12. Schedule permitting, conduct interviews of prospective part-time faculty with the center director.

13. Provide an orientation for all new faculty to include their role and responsibilities, program philosophy, course outlines, academic standards, organizational structure, and the roles of program chairs and faculty specialists in the SBE. A review of University and school mission statements and other material should be included as deemed necessary.

14. Represent the SBE in student grievances of academic matters such as grade appeals.

15. Perform other duties as mutually agreed upon by the faculty, Dean, and the center directors.

Evaluation: Faculty liaison will be evaluated by the Dean with input from center directors, program chairs, and faculty specialists.

Teaching and Other Faculty Responsibilities: Faculty liaison as full-time faculty in the University are expected to participate in university and school governance, carry a teaching load commensurate with their other duties, and be actively involved in making scholarly contributions to their field.

Department Chairperson -- College of Arts and Sciences

A. General Policy on Quality Management of Admissions
Students are the most important input into education at La Verne. Not only are they the primary purpose and the principal end product, but their quality is the single most important determining factor in the quality of education at the University. It is important, therefore, to select the best possible students through the admissions process.

The annual ULV catalogs outline admissions requirements and procedures at all levels both for on campus and off campus. In general, undergraduate admissions can be grouped into three categories: traditional-age central campus admissions (which is administered by the undergraduate Admissions Office), SCE undergraduate admissions (which is administered by the SCE director for each program), and EPIC admissions (which is administered by the EPIC director). All of these are overseen by the Vice President of Enrollment Management. Graduate Admissions, both on campus and off campus, are decided by the appropriate academic departments. Graduate Admissions are coordinated by the Graduate Office (for the central campus) and by the Director of Academic and Student Services, SCE (for SCE). Doctoral, law, and paralegal admissions are coordinated and decided by the separate academic departments.

By its mission La Verne welcomes students who are diverse in age and background. In consequence, admissions criteria are not the same in every undergraduate program. Central-campus traditional-age undergraduate admissions is reasonably selective with respect to standardized test scores and GPA's, but spaces are reserved for underprepared applicants through the Provisional Entrance Program (PEP). Admission to SCE, EPIC, the American Baptist Theological Center, and the Ecumenical Center for Black Church Studies, in contrast, is much more flexible, based on the fundamental understanding that many applicants to these programs are taking a second chance at college and/or came from disadvantaged backgrounds. Graduate admissions is identical for central campus and SCE applicants to the same program, but even at this level some spaces are reserved for underprepared students willing to make up deficiencies after being admitted.

B. Quality Management of Central-Campus Traditional-Age Undergraduate Admissions
Policy on Quality Management of Central-Campus Traditional-Age Admissions:
Policy for central-campus traditional-age admissions is developed by the regular contracted faculty who teach these students with the leadership of the Vice President of Enrollment Management and the Deans of Arts and Sciences, Business and Global

Studies, and Education. The policy is published in the ULV catalog and administered by the Admissions Office under the direction of the Vice President of Enrollment Management.

Currently (1999), an applicant must have a cumulative GPA of between 2.6 and 3.49 (excluding PE, ROTC, and Teacher's Aide-TA courses) and SATI scores of at least 950 (recentered) and 480 verbal for regular admission. During the 1990's ULV gradually raised these requirements, and it is the University's intention to continue to raise these standards in the 21st century.

Students who fall below these standards are reviewed by the Faculty Admissions Committee for possible admission through the Provisional Entrance Program (PEP). This program is limited in size, and students admitted through it are carefully monitored and supported. While in the program, they are limited in the number of units per semester they they can take, and they are required to take part in programs at the Learning Enhancement Center.

Procedure for Quality Management of Central-Campus Traditional-Age Admissions:
1. It is the responsibility of the academic deans and regular contracted faculty who work with central-campus traditional-age students to monitor and review admissions policy and see that it is modified as needed to attract and matriculate an appropriate number of qualified students into the central-campus traditional-age program.

2. It is the responsibility of the Vice President of Enrollment Management and Director of Admissions to make recommendations for changing the admissions policy as appropriate.

3. It is the collective responsibility of the deans, regular contracted faculty, and Director of Admissions to develop a plan for steadily increasing the average GPA and SAT scores of applicants.

4. It is the responsibility of the Admissions Office to recruit a qualified applicant pool.

5. It is the responsibility of the traditional-age-student faculty to review prospective PEP students and to admit those into the PEP program who seem to have the potential to succeed at ULV.

C. Quality Management of Admissions of Nontraditional Undergraduate Students Policy on Quality Management of Admissions of Nontraditional Undergraduate Students:

Admission to SCE, EPIC, the American Baptist Theological Center, and the Ecumenical Center for Black Church Studies is based upon formal application, submission of transcripts for all prior college work, and proof of completion of high school or its equivalent. Policies governing each program are published in the ULV catalog. The decision to admit or not to admit a student is based on the estimated likelihood of the applicant's ability to complete the degree program for which he/she has applied. This decision is based more on the applicant's motivation, maturity, experience, and career goals than on prior GPA or test scores. Many nontraditional students tried college at an earlier stage in their lives before they were ready to apply themselves to the rigors of higher education, and it is ULV's intention to give such students another chance. Test scores are requested of an applicant only when other application materials call into question the applicant's motivation or ability to succeed. The admissions decision for nontraditional undergraduate students has been delegated by the regular contracted faculty to the directors of the nontraditional programs each of whom exercises it for his/her program.

Procedures for Quality Management of Admissions of Nontraditional Undergraduate Students
1. It is the responsibility of the faculty to monitor and review admissions policy for nontraditional undergraduate students and to modify it as appropriate.

2. It is the responsibility of the the program/center director of each nontraditional undergraduate program to collect documents from applicants upon which an intelligent estimate of ability to complete the desired degree program can be made.

3. It is the responsibility of the program/center director to admit applicants who meet the admission criteria listed in the ULV catalog. Applicants who do not meet admission criteria may be considered for admission by the SCE Admissions Committee.

4. It is the responsibility of the regular contracted faculty to monitor nontraditional undergraduate applications to see if the admissions process is selecting applicants who can succeed.
    a. Normally this is accomplished by seeing how well those admitted into nontraditional programs do at ULV, and what their rates of completion are.

    b. Research to determine these success rates is conducted by the Office of Institutional Research.

    c. The Registrar is responsible for verifying that all nontraditional applications are accompanied with transcripts of prior college work and proof of high school

completion.

D. Quality Management of Admissions of Master's Degree Students
Policy on Quality Management of Admissions of Master's Degree Students:
Admissions policy for master's degree programs is developed and administered by regular contracted faculty in these programs. General standards for admissions to all master's degree programs are set by the the regular contracted faculty of the appropriate academic departments and the Graduate Academic Policies Committee.

Specific requirements for individual master's degree programs are established by the regular contracted faculty in the program. The requirements in most departments include a minimum GPA and specific prerequisite coursework. Some departments make a standardized exam required or optional.

The decision to admit or not admit a student into a given master's degree program is made the regular contracted faculty of the appropriate academic department. Most departments have provisions for admitting students provisionally who have not taken all of the prerequisite coursework on the condition that they take this coursework as directed by the department.

Procedures for Quality Management of Admissions of Master's Degree Students:
1. It is the responsibility of each master's degree program chair to see that admissions requirements and procedures are appropriate, modifying them when necessary to meet this goal.

2. Applications and supporting materials are forwarded to the appropriate program chair through the Graduate Office (for central campus applicants) or the Office of Academic and Student Services (for SCE).

3. It is the responsibility of each program chair, working in collaboration with the regular contracted faculty in the program, to admit students who meet admissions standards.

E. Quality Management of Admissions of Doctoral Students
Policy on Quality Management of Admissions of Doctoral Students:
Admissions policy for each ULV doctoral program is developed and administered separately by faculty in the program. The decision to admit or not admit a student is made by the regular contracted faculty in the program.

Procedure for Quality Management of Admissions of Doctoral Students:
1. It is the responsibility of the Deans of the Colleges of Law and chairs of the other three

doctoral programs to see that admissions policy is appropriate and in accord with standards in their fields.

2. Applications and supporting materials are sent directly to the department (or campus of the College of Law).

3. It is the responsibility of the Law deans or doctoral department chair, working in collaboration with his/her regular contracted faculty, to admit students who meet admissions standards.

Appendix E: Notes on the Chronology of the QMS Manual

Q.A. Manual September 8, 1988
This was the original Q.A. manual, but it was based in part on existing Q.A. policies and procedures. It was written by Al Clark on an Apple IIE.

Q.M.S. Manual, Revised Edition -- December 15, 1994
This edition incorporated ubstantial revisions. Additions: Institutional Research, Academic Computing, Removal of Faculty/Courses, Student Feedback During Term; Evaluation of Course Assessments; Portfolio Assessment, Faculty Recruitment; Faculty Assessment; Scheduling Courses/Instructors, Scheduling Class Size, Program Evaluation, Off=Campus Centers (VI), Libraries (VII), Academic Computing (VIII), and Admissions (IX).

Q.M.S. Manual, Second Revised Edition -- July 15, 1996
This edition incorporated revisions to comply with December 1995 PEPPIT changes including addition of evaluation and promotion of part-time faculty. Addition: Statement that Term Syllabi are Contracts between Faculty and Students; Policies and Procedures for Additions of Off-Campus Centers outside the United States.

Q.M.S. Manual, Third Revised Edition -- December 22, 1999
This edition incorporated revisions detailing the new autonomous position of the Athens Campus and changes created by the revised structure of the University (including the creation of the School of Education and the Vice President of Enrollment Management).