



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

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**Supportive Materials  
for the Team Workroom**

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The institution is asked to make available a workroom for the evaluation team while it is on campus. Apart from providing a convenient and comfortable place to work and consult with other team members, it should contain documents which will assist the evaluators in understanding the institution by in effect supplementing the self-study report.

Institutions are encouraged to provide supporting documents electronically to the team prior to the campus visit, if possible, either on a flashdrive or through secure access to an online site. Teams find it useful to have early access to this “electronic workroom” in order to use their time on campus more effectively.

Given below are those specific or types of documents which should be placed in the workroom, organized by standard in a manner suitable for convenient use. In addition to those materials listed, all the documents referred to in the self-study should be in the workroom. Moreover, some institutions may have special reports, studies, or other relevant materials, not listed here, which should be included for the evaluation team. Institutions are asked to use their own discretion in determining which additional materials should be made available guided by the question: Would the visiting team's overall grasp and appreciation of the college or university be enhanced through the availability of this document?

**CIHE STANDARDS**

**AVAILABLE IN TEAM WORKROOM**

<b>MISSION AND PURPOSES</b>	■ Documents in which mission and purposes are published.
<b>PLANNING AND EVALUATION</b>	■ Institutional planning documents. ■ Documents pertaining to assessment and institutional effectiveness.
<b>ORGANIZATION AND GOVERNANCE</b>	■ Board of trustees' by-laws, rules, policies. ■ Faculty manual and/or collective bargaining agreement. ■ Administrative manual with job descriptions. ■ Handbook or manual for support staff. ■ For colleges/universities in a central system, a manual of system policies.

**THE ACADEMIC PROGRAM**

- Description of degree programs including objectives and requirements.
- Reports of grade distribution, student evaluation of instruction, student success in the institution and in occupations and professions, and similar indirect indications of teaching effectiveness.
- Recent course outlines for each course should be available either in the workroom or in departmental offices.
- Examples of institutional studies of learning outcomes.
- Published statements on research policies and practices of the institution.
- Where applicable, documents illustrative of funded research activities.
- Samples of brochures, schedules, or handouts describing public-service activities of the college.

**FACULTY**

- The constitution of any faculty academic organization or senate, and copies of the minutes of several meetings.
- Personnel policies for full-time and part-time faculty.

**STUDENTS**

- Copies of the charter or constitution of the student association, statement of student rights and responsibilities, student fees, student handbook, student newspaper, and other publications.
- Enrollment data for most recent fall semester, if compiled and after self-study was completed.

**LIBRARY AND OTHER  
INFORMATION RESOURCES**

- Brochures describing the library and learning center services available to students.
- Information on staff, such as the number of professionally trained personnel, number of classified staff, full-time-equivalents of student workers, and how the time of each group is divided among administrative, technical and public activities.
- Information on library utilization.

**PHYSICAL AND  
TECHNOLOGICAL RESOURCES**

- Information about facilities such as: campus master plan and accompanying maps, instructional equipment replacement schedules, space utilization studies, sample contracts for leased space.

**FINANCIAL RESOURCES**

- Most recent audited financial statement, if prepared after the self-study was completed.

**PUBLIC DISCLOSURE**

- Samples of recruiting materials and other publications aimed at attracting students to the institution.
- Copies of college publications other than the catalog.

**INTEGRITY**

- Documents pertaining to equal opportunity, affirmative action, protection of individual rights, grievance policies, and academic freedom.

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