

*How can I contribute to a positive accreditation outcome?*

- Participate in Shared Governance and/or other forums regarding preparation as you are able to.
- Answer questions from the review team candidly and thoughtfully. They want to better understand what we do, how we do it, and how we assess its effectiveness with the goal of continuous improvement.
- If you don't know the answer, there is no need to make up an answer or to guess. It's okay to say, "I don't know."

### **Questions Faculty May Be Asked**

1. What are the characteristics of a SE education?
2. How do you contribute to the University's mission?
3. What is your department's vision for the future? How does this relate to the University's vision?
4. How are faculty involved in strategic planning, if at all? What can you tell us about SE's current Strategic Plan?
5. A student or a colleague has questions about where to find information on General Education requirements and final exam dates and times. To what documents can you direct that person, and can they be found online—if so, where?
6. Can you describe the rank and promotion process? What is your impression of the clarity and fairness of the process?
7. Where would you look to find information on promotion & tenure, faculty evaluation, charges to University committees and selection processes, or other University policies? Are those documents easily accessible?
8. Talk about shared governance and how faculty participate in decision-making at different levels of the university (committees, Faculty Senate, chairs, department meetings, school meetings, advisory boards, etc.).
9. How would you describe the relationship between faculty and administration? What works and what needs improvement?
10. Describe the relationship between SE's departments and divisions. What collaborations currently exist?
11. What resources are available to support faculty (e.g., library, external grant support, faculty professional development, travel, etc.)? Are these sufficient in meeting faculty needs?
12. Are faculty involved in/have a voice in budget development? How so or why not?
13. Is your department actively involved in assessing student learning? How has your department used its assessment findings? What evidence do you have that students achieve your program's intended learning outcomes?
14. Tell me about the Student Learning Outcomes process. How are they written/determined? How are they integrated into courses? How are you assessing learning outcomes?
15. What can you tell us about SE's general education curriculum? Why is it structured the way it is? How is it assessed?
16. What is the purpose of SE's general education? In what ways does the program achieve its goals for students? How could it be improved?
17. How is assessment data used at SE?
18. How are your students doing once they graduate?
19. What opportunities do students in your program have to gain experience with leadership? Community or civic engagement? Diversity or multiculturalism?

20. For some common faculty issues (workload, salary, etc.) what works well and what needs to be improved?
21. What is the role of faculty in ensuring academic quality?
22. Provide an example of how SE is committed to the pursuit of truth in teaching and learning.
23. How do you ensure that all classes—face-to-face, online, blended, dual-credit, off-campus—have the same student learning outcomes and equivalent assessments?
24. Is SE or your department more effective than it was 5-10 years ago? Explain.
25. Does your department offer courses via distance education? If so, how does the department ensure the quality of the curriculum regardless of how or where it is delivered?
26. Are you familiar with the University's Quality Initiative Project? How would you describe it? How are faculty involved in it, if at all? How are findings and progress related to the QIP communicated to faculty?
27. What are the biggest resource challenges at SE?