AGENDA

2018 SACSCOC Reaffirmation Leadership Team Meeting
January 13, 2016 – 1st meeting
Lone Star Conference Room, AD 3.104

1. Call to Order
   Serenity King

2. Approval of Minutes
   Serenity King

3. Announcements
   Serenity King
   A. Evaluator Registry
   B. Introduction of Next Meeting’s SACSCOC Policies: http://www.sacscoc.org/policies.asp
      Examples:
      1. Institutional Obligations for Public Disclosure
      1a. FR 4.1 Student achievement website

4. Formation of Reaffirmation Committees Discussion
   2 Team Groups
   A. 2007 Reaffirmation Teams
      2. List of 2007 reaffirmation members still at UT Dallas
   B. Reaffirmation Teams at Other SACSCOC Universities and Community Colleges
   C. Preliminary Recommendations from Groups for 2018 Teams

      Group 1 Group 2
      Laird (Lead) Gentsch (Lead)
      Leeper Piquero Hammers
      Murphy Peinhardt
      Venetis Musselman
      Kaplan King

5. Adjournment
   Serenity King
ITEM 2

December 11, 2015 Meeting Minutes

UT Dallas Dox: http://dox.utdallas.edu/minutes1244/dcpcajccgr
I. Attendees:

B. Hobson Wildenthal, Inga Musselman, Serenity King (Chair), Kim Laird, Clint Peinhardt, Josh Hammers, Mary Jo Venetis, Nicole Leeper Piquero, Jessica Murphy, Joanna Gentsch, Vy Trang, Ryan Dorman, Caroline Ries

Absent: Sarah Maxwell, Simon Kane

II. Pop Quiz: several True/False questions regarding principles.

Approval of Nov. 6 meeting minutes. Minutes approved.

Announcements: Sarah Maxwell will no longer be on leadership team due to unforeseen circumstances. Marilyn Kaplan will replace her as the Undergraduate Education representative. Introduction of Ryan Dorman, graduate student, to leadership team. The timeline for UTD reaffirmation has been announced by SACSCOC. VPs, Deans recommended to be present for on-site visit (March 6-8, 2018). It is suggested that no vacation be authorized between Nov. 10, 2017 - Jan. 23, 2018 in case a focused response is requested by SACSCOC to the Compliance Certification Report (CCR). UT Dallas has been offered an opportunity to observe the on-site visit for Northwestern State University on March 14-16, 2017. Jessica Murphy, Nicole Leeper Piquero, Mary Jo Venetis are interested in attending. Marilyn Kaplan will be asked if she is interested. Attendees will be determined as the visit draws closer. Members are asked if they would like to be provided printouts for binders at each meeting. All members vote “Yes”.

ACTION ITEM: Regular team meetings once a month on Fridays with exception of January. There will be two meetings in January (1/15 and 1/22, tentatively). Vy will send out doodle poll.

January meetings: the number of committees and committee member recommendations will be made at the next meeting. One member mentioned that the Administrative Services committee is similar to the Communications committee whose role is to facilitate communications between the different committees, the President’s Cabinet, and the Provost’s Office. The question was raised: should the name of the Administrative Services committee be changed? The Operational Assessment committee may also need to be considered for removal because it may be redundant with the Administrative Services committee. A suggestion was made that the
Leadership Team, Steering Committee, and Executive Committee are not all needed and the Committee for Federal Mandates can be collapsed with the Committee for Mission, Governance and Administration.

**ACTION ITEM:** The team has been divided into two groups (Agenda Item 5C). These groups should have their first draft of their recommendations for memberships for committees, which will help determine which committees are needed at the next meeting.

The next meeting will be solely devoted to the discussion of the committee memberships and nominations so the lists can be turned over to the rest of the university committee for input and the nominees can be asked if they will participate so the Reaffirmation can be launched.

Faculty Senate will nominate half of the QEP Committee and the Leadership Team will nominate the other half. Finance and Human Resources representatives should also be considered for the QEP Committee. The faculty’s other obligations in existing committees should be taken into consideration.

Lessons Learned from Houston: All Annual Meeting attendee comments are included in the meeting packet (Item 6B). All team members took turns presenting what lessons they learned from Houston.

An emphasis was placed on the importance of the attitude of the Leadership Team for setting the tone for how the university perceives the reaffirmation. It is too easy to groan and roll eyes about reaffirmation due to the monitoring situation. Nicole Leeper Piquero, Clint Peinhardt, Jessica Murphy, and Joanna Gentsch have stronger faculty ambassador roles. The SACSCOC Principles are just a “cookbook” for good principles on how a university should be run. This is a good chance to move away from the assessment piece of SACSCOC and focus more on all the other principles. This is a good opportunity to showcase what the university is doing well. The timeline for the writing of the CCR is reviewed. Deadlines for the writing of the committee reports should be kept. If the committee responsible for writing the drafts of the reports do not meet the deadlines, there should be a next-level committee that will write the report whether it be the leadership team or a writing team. The strategic plan needs to be updated or Principle 2.5 will not be met. The non-academic assessment coordinator position has been posted and qualified candidates are needed.

Principle 2.8: Number of full-time faculty. How are full-time faculty counted for each degree program (not categorized by tenure/tenure-track vs. non-tenure track).
Importance of Handbook Operating Procedures process: how policies are reviewed, passed and get posted.

Fast-Track: Serenity, Alex Piquero and Joanna Gentsch attended a session about Fast-track. SACSCOC is unhappy with Fast-track but they have no authority over it. The other institutions that were at the same session did not think it is ethical for undergraduates and graduates to be in the same class. UTD must ensure that the schools are following the procedures set by the university and will have to justify why we are allowing the students to double-count.

Concurrent Course Evidence: UTD has the appropriate process for concurrent course approval but do not require that the faculty keep documentation that provides that the graduate students are doing additional coursework.

**ACTION ITEM:** In 2017, we will need to provide evidence (actual coursework, not syllabi).

Assessment for concentrations/minors: Dr. Crystal Baird stated that any minors that do not have a corresponding major and concentrations that are advertised as a program even if it is embedded within a degree program must be assessed.

**ACTION ITEM:** Gloria Shenoy will be having conversations with the program/department heads about this.

Members agreed that tone/attitude is very important.

Reauthorization of Higher Education Act may impact the reaffirmation process.

The university needs to clarify what a “complaint” is. A complaint log will need to submitted for reaffirmation.

Summer Institute at Gaylord Hotel in June 2016: focuses on the QEP process.

**ACTION ITEM:** Drs. Piquero, Murphy, Peinhardt, Gentsch should think of which faculty should attend.

Next Annual Meeting is in Atlanta, GA in Dec. 2016.

Faculty Senate needs to be more involved and communicate with campus faculty about changes. At every senate meeting, Serenity will give reaffirmation updates and UTD SACS website will also be updated with new information.
ITEM 3A

Evaluator Registry

Currently listed for UT Dallas:

Serenity King
Gerald (Gerry) Burnham
Michael Carriaga
Kimberly Laird
Jessica Murphy
Ellen Safley
Sue Sherbet
Gloria Shenoy
Mary Jo Venetis
ITEM 4A2 - Amended

List of 2007 Reaffirmation Members Still at UT Dallas

After January 13, 2016 meeting, removed additional members who are no longer with UT Dallas.

Revised total = 108 members out of 201 (54%) from 2007 Reaffirmation Committees who may be available to serve on 2018 Reaffirmation Teams

<table>
<thead>
<tr>
<th>Name</th>
<th>School /Department</th>
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<tbody>
<tr>
<td>Gerald Burnham</td>
<td>Academic Affairs and Provost</td>
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<td>Executive Vice President and Provost and</td>
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Gopal Gupta, Erik Jonsson School of Engineering & Computer Science
John Hansen, Erik Jonsson School of Engineering & Computer Science
Kamran Kiasaleh, Erik Jonsson School of Engineering & Computer Science
Duncan MacFarlane, Erik Jonsson School of Engineering & Computer Science
Simeon Ntafos, Erik Jonsson School of Engineering & Computer Science
Rosie Diaz, Erik Jonsson School of Engineering & Computer Science
Kathy Gribble, Erik Jonsson School of Engineering & Computer Science
Linda Wilson, Erik Jonsson School of Engineering & Computer Science
Dachang Cong, School of Interdisciplinary Studies
George Fair, School of Interdisciplinary Studies
Karen Prager, School of Interdisciplinary Studies
Elizabeth Salter, School of Interdisciplinary Studies
Tonya Wissinger, School of Interdisciplinary Studies
Varghese Jacob, Naveen Jindal School of Management
Marilyn Kaplan, Naveen Jindal School of Management
Robert Kieschnick, Naveen Jindal School of Management
Diane McNulty, Naveen Jindal School of Management
David Ritchey, Naveen Jindal School of Management
David Springate, Naveen Jindal School of Management
Amy Troutman, Naveen Jindal School of Management
John Burr, School of Natural Sciences & Mathematics
John Ferraris, School of Natural Sciences & Mathematics
John Ferguson, School of Natural Sciences & Mathematics
Matt Goeckner, School of Natural Sciences & Mathematics
Juan Gonzalez, School of Natural Sciences & Mathematics
John Hoffman, School of Natural Sciences & Mathematics
M. Ali Hooshyar, School of Natural Sciences & Mathematics
David Lewis, School of Natural Sciences & Mathematics
Xinchou Lou, School of Natural Sciences & Mathematics
Paul Pantano, School of Natural Sciences & Mathematics
John Sibert, School of Natural Sciences & Mathematics
Mary Urquhart, School of Natural Sciences & Mathematics
Lorre Antoine, School of Natural Sciences & Mathematics
Linda Heard, School of Natural Sciences & Mathematics
Phyllis Jean, School of Natural Sciences & Mathematics
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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eloise Square</td>
<td>School of Natural Sciences &amp; Mathematics Student Affairs</td>
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<td>Sue Sherbet</td>
<td>Student Affairs</td>
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<td>Kimberly Winkler</td>
<td>Student Affairs / Dean of Students</td>
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<td>Susan McKee</td>
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<td>James Cannici</td>
<td>Student Counseling</td>
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<td>Cheryl Friesenhahn</td>
<td>Student Financial Services / Bursar's</td>
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<td>Don Davis</td>
<td>Technology Customer Services</td>
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<td>Andrew Blanchard</td>
<td>Undergraduate Education Office / Academic Affairs and Provost</td>
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<td>Hillary Campbell</td>
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<td>Rodolfo Hernandez</td>
<td>Women’s Center</td>
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<tr>
<td>Lauren DeCillis</td>
<td>Student Counseling</td>
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ITEM 4B

Reaffirmation Teams at Other SACSCOC Universities and Community Colleges
Reaffirmation Teams at Other SACSCOC Universities and Community Colleges

**Reaffirmation 2018**

*Texas A & M University*
[http://provost.tamu.edu/initiatives/sacs-coc-accreditation](http://provost.tamu.edu/initiatives/sacs-coc-accreditation)

http://provost.tamu.edu/initiatives/accreditation-documents/sacs-leadership-team
Total: 3 teams to date
Leadership Team
Steering Committee

**Reaffirmation 2017**

*Vanderbilt University*
[http://www.vanderbilt.edu/provost/sacscoc/about.php](http://www.vanderbilt.edu/provost/sacscoc/about.php)

http://www.vanderbilt.edu/provost/sacscoc/teams.php
Total: 7 teams
Leadership Team (no committee charge listed)
Mission, Governance and Administration Committee
Academic Programs, Research, and Faculty Committee
Student Affairs and Academic Support Committee
Financial Resources Committee
Physical Resources and Community Engagement Committee
QEP Committee

*University of Louisville*
[http://louisville.edu/oapa/uofl-institutional-accreditation](http://louisville.edu/oapa/uofl-institutional-accreditation)

Total: 3 teams + 8 subcommittees
Leadership Team
QEP Team
Compliance Certification Team with 8 subcommittees
1. Mission, Governance, and Administration Subcommittee
2. Institutional Effectiveness Subcommittee
3. Educational Programs Subcommittee
4. Faculty Subcommittee
5. Library and Learning/Information Resources Subcommittee
6. Student Affairs and Services Subcommittee
7. Financial Resources Subcommittee
8. Physical Resources Subcommittee

_Baylor University_  
Total: 6 teams (teams listed are from 2005; website has not been updated)  
Baylor SACS Reaffirmation Task Force (no committee charge)  
Administrative Assessment Committee  
Academic Assessment Committee  
Faculty Credentials Committee  
QEP Topic Selection Committee  
Financial and Physical Resources Committee

_Reaffirmation 2016_

_University of North Texas_  
[http://reaffirmation.unt.edu/](http://reaffirmation.unt.edu/)  
[https://institutionalresearch.unt.edu/sacscoc-accreditation](https://institutionalresearch.unt.edu/sacscoc-accreditation)  
[http://reaffirmation.unt.edu/reaffirmation-leaders/leadership-committee](http://reaffirmation.unt.edu/reaffirmation-leaders/leadership-committee)  
Total: 5 teams + 5 workgroups  
Leadership Committee (no committee charge)  
Steering Committee  
IE Academic Group  
IE Administrative Committee  
Writing Teams/Authors  
1. Governance and Administration  
2. Financial and Physical Resources  
3. Faculty  
4. Curriculum and Instruction  
5. Learning Resources and Academic/Student Support Services

_Clark Atlanta University_  
[http://www.cau.edu/sacscoc/overview.html](http://www.cau.edu/sacscoc/overview.html)  
[http://www.cau.edu/sacscoc/teams.html](http://www.cau.edu/sacscoc/teams.html)  
Total: 3 teams + 4 ancillary teams  
Leadership Team  
Compliance Certification report (CCR) Team  
QEP Team  
Ancillary Teams  
1. Resource Team  
2. Writing Team  
3. Technical/Web Support

Web links current as of January 4, 2016
4. On-site Hospitality Team

*Middle Georgia State University* (set up similar to Alamo Colleges, St Philip’s College; offers bachelor’s and associate degrees)

http://www.mga.edu/SACSCOC/default.aspx

http://www.mga.edu/SACSCOC/organization.aspx

Total: 4 teams + 11 workgroups

Executive Leadership Team (no committee charge; responsibilities listed)

Project Leadership

Steering Teams (Provost’s Cabinet, Dean’s Council, IE Planning committee)

Core Team (functional team leaders from 11 workgroups)

1. Educational Programs
2. Learning Resources
3. Student Affairs
4. Governance and Organization
5. Enrollment Management
6. Faculty and Staff Affairs
7. Faculty Credentials
8. Mission and IE
9. Financial Resources
10. Physical Resources
11. QEP Development

**Reaffirmation 2015**

*UT El Paso*

http://www.provost.utep.edu/index.php/reaffirmation-resources

http://www.provost.utep.edu/index.php/committee-members

Total: 2 teams

Reaffirmation Steering Committee

QEP Committee (as indicated by the QEP committee minutes on the resources web page)

*Alamo Colleges – St Philip’s College (Community College)*

http://www.alamo.edu/spc/accreditation/

http://www.alamo.edu/uploadedFiles/SPC/Faculty_and_Staff/Departments_Non-Academic/Planning_and_Research/SACSCOC/Files/SACSReaffirmationProjectCharter.pdf

Total: 5 teams + 11 workgroups

Executive Leadership Team (no committee charge; responsibilities listed)

Project Leadership

Steering Teams (Cabinet, Deans and Directors Council)

Editorial Team (part of Core Team)
Core Team and workgroups
1. Educational Programs
2. Institutional Effectiveness
3. Student/Academic Support Services
4. Administrative (Financial and Facilities)
5. College-wide Artifacts
6. Enrollment Management
7. Faculty and Staff Affairs
8. Governance
9. QEP
10. Faculty Credentials
11. Policy Compliance

**Reaffirmation 2015**

*Texas Tech University*
Total: 10 teams
Governance/Administration
Institutional Effectiveness
Undergraduate Education
Faculty Credentialing / Faculty Issues
Student Services
QEP
Graduate Education
Distance Education
Learning/Information Resources
Substantive Change

*University of West Florida*
http://uwf.edu/offices/aspire/accreditation-institutional/uwfs-2015-sacscoc-reaffirmation-review/
Total: 30 teams
Reaffirmation Leadership Team
Reaffirmation Project Management
Reaffirmation Coordination Team: http://uwf.edu/offices/aspire/2015-reaffirmation-review/teams/reaffirmation-coordination-team/
   1. Governing Boards
   2. President’s Division
   3. Academic Affairs Division
   4. Student Affairs Division
   5. University Advancement Division
   6. Business, Finance, and Facilities Division

1. Governance and Administration
2. Mission, Strategic Planning, and Institutional Effectiveness
3. Enrollment Affairs
4. Academic Programs
   i. General Education
   ii. Undergraduate Programs
   iii. Graduate Programs
   iv. Research
   v. Off-Campus Instructional Sites and Distance & Continuing Education
   vi. Faculty
5. Library/Learning/Information Resources
6. Academic and Student Support Services & Activities
7. Advancement and Service & Community Engagement
8. Financial & Physical Resources
9. Coordination of Efforts to Meet Data and Information Needs


1. Steering
2. Selection
3. Development
4. Implementation
ITEM 4C - Amended

Preliminary Recommendations from Groups for 2018 Teams

Group 1: Preliminary recommendation included

Group 2: To be shared at meeting; printouts will be inserted after meeting

Amendment: Group 2’s recommendation added to the agenda packet after meeting.
Group 1’s Preliminary Recommendations for 2018 Reaffirmation Committees

Group 1 met on January 6, 2016 to discuss the formation of the 2018 Reaffirmation Committees. We reviewed the UT Dallas 2007 committee structure; we also reviewed a small set of universities and community colleges committees who are undergoing (or already completed) the reaffirmation process.

Group 1 decided to eliminate duplication and to reduce silos by ensuring that all key representatives work together during the reaffirmation process. We decided to streamline the committee structure, and propose the following set up:

- Leadership Team
- Steering Committee
- Committee for Mission, Governance, and Administration
  - Subcommittee: University Support (financial/physical resources, and Information Resources/Information Security)
  - Subcommittee: Board, CEO, Organization
- Undergraduate Education Committee
  - includes Core (general education), curriculum, admissions, distance learning (distance education), and advising
- Graduate Education Committee
  - includes curriculum, admissions, distance learning (distance education), and advising
- Institutional Effectiveness Committee
  - Subcommittee: Academic Assessment
  - Subcommittee: Administrative Services Assessment
  - Subcommittee: Faculty Evaluation and Planning
  - Subcommittee: Student Support Services and Library
- Quality Enhancement Plan (QEP) Committee

We also propose the addition of a Writing/Editorial Team to the Ancillary Team structure. Currently, we have Technical/Web Support led by Simon Kane and the Provost’s Technology Group.

We have not proposed any names until we receive the official committee structure at the January 13 Leadership Team meeting.

The following pages show the inclusion of Principles for each committee which is similar to Texas Tech’s set up on its accreditation website. We are uncertain whether to include the Principles on the 2018 UT Dallas website for each committee but we agreed that they should be shared with the committee members after their appointments.
Proposed Committee Structure

Under Leadership Team’s Auspices

Leadership Team

Steering Committee

Governance and Administration

Committee for Mission, Governance, and Administration
  • Subcommittee: University Support (Financial/Physical Resources, and Information Resources/Information Security)
  • Subcommittee: Board, CEO, Organization

Governance Principles
CR 2.1 Degree-granting authority
CR 2.2 Governing board
CR 2.3 Chief Executive Officer (CEO aka president)
CR 2.4 Institutional mission
CR 2.6 Continuous operation
CR 2.11.1 Financial resources (cross-referenced to CR 2.2, CS 3.10.1, and CS 3.10.4)
CR 2.11.2 Physical resources (cross-referenced to CS 3.11.1, CS 3.11.2, and CS 3.11.3)
CS 3.1.1 Mission
CS 3.2.1 CEO evaluation/selection
CS 3.2.2 Governing board control
CS 3.2.3 Board conflict of interest
CS 3.2.4 External influence
CS 3.2.5 Board dismissal
CS 3.2.6 Board/administration distinction
CS 3.2.7 Organizational structure
CS 3.2.8 Qualified administrative/academic officers
CS 3.2.9 Personnel appointment (excluding CEO, student assistants/workers, graduate assistants, etc.)
CS 3.2.10 Administrative staff evaluations (excluding CEO)
CS 3.2.11 Control of intercollegiate athletics
CS 3.2.12 Fund-raising activities
CS 3.2.13 Institutional-related entities
CS 3.10.1 Financial stability
CS 3.10.3 Control of finances
CS 3.10.4 Control of sponsored research/external funds
CS 3.11.1 Control of physical resources
**Policy Principles**

CS 3.12.1 Substantive change  
CS 3.13.1 Policy compliance  
CS 3.14.1 Publication of accreditation status  
FR 4.3 Publication of policies  
FR 4.5 Student complaints

**Federal Requirements (may be covered by other committees as appropriate)**

CS 3.10.2 Financial aid audits (federal and state)  
FR 4.1 Student achievement  
FR 4.2 Program curriculum (cross-referenced to CR 2.4, CS 3.1.1)  
FR 4.4 Program length  
FR 4.6 Recruitment materials  
FR 4.7 Title IV program responsibilities  
FR 4.8 Distance and correspondence education (distance learning)

**Faculty Governance Principles (will be covered by Undergraduate and Graduate Education Committees as appropriate)**

CS 3.2.14 Intellectual property rights  
CS 3.4.1 Academic program approval  
CS 3.4.3 Admissions policies  
CS 3.4.5 Academic policies  
CS 3.7.5 Faculty role in governance

**Financial and Physical Resources Principles**

CR 2.11.1 Financial resources (cross-referenced to CR 2.2)  
CR 2.11.2 Physical resources  
CS 3.2.2.2 Governing board control; fiscal stability of the institution  
CS 3.10.1 Financial stability  
CS 3.10.2 Financial aid audits (federal and state)  
CS 3.10.3 Control of finances  
CS 3.10.4 Control of sponsored research/external funds  
CS 3.11.1 Control of physical resources  
CS 3.11.2 Institutional environment  
CS 3.11.3 Physical facilities  
FR 4.7 Title IV program responsibilities Financial aid audits

**Information Resources / Information Security Principles**

CS 3.4.12 Technology use (cross-referenced to CS 3.3.1.3)  
CS 3.8.1 Learning/information resources  
CS 3.11.3 Physical facilities [as related to computer / technology / security infrastructure]
Education Committees

Undergraduate Education Committee
- Includes Core (general education), curriculum, admissions, distance learning (distance education), and advising
- Does not include assessment (CS 3.3.1.1 and CS 3.3.1.3 which are under institutional effectiveness)

Principles
CR 2.7.1 Program length
CR 2.7.2 Program content
CR 2.7.3 General education [core curriculum]
CR 2.7.4 Course work for degrees
CR 2.9 Learning resources and services
CR 2.10 Student support services (cross-referenced to CS 3.9.1 and CS 3.9.2)
CS 3.4.1 Academic program approval (cross-referenced to CS 3.4.7 and CS 3.7.5)
CS 3.4.2 Continuing education/service programs (cross-referenced to CS 3.3.15 and CS 3.4.8)
CS 3.4.3 Admissions policies
CS 3.4.4 Acceptance of academic credits
CS 3.4.5 Academic policies
CS 3.4.6 Practices for awarding credit
CS 3.4.7 Consortial relationships/contractual agreements
CS 3.4.8 Noncredit to credit
CS 3.4.9 Academic support services [includes advising, information technology, distance learning, etc.]
CS 3.4.10 Responsibility for curriculum
CS 3.4.11 Academic program coordination
CS 3.4.12 Technology use (cross-referenced to CS 3.3.1.3)
CS 3.5.1 General education competencies [core curriculum]
CS 3.5.2 Institutional credits for a degree
CS 3.5.3 Undergraduate program requirements
CS 3.8.1 Learning/information resources
CS 3.11.3 Physical facilities
CS 3.12.1 Substantive change (relating to courses and/or programs that represent a significant departure, either in content or method of delivery or at a different level, from those being offered; closing degree programs)
FR 4.1 Student Achievement
FR 4.2 Program curriculum
FR 4.3 Publication of policies
FR 4.4 Program length
FR 4.5 Student complaints
FR 4.6 Recruitment materials
FR 4.8 Distance and correspondence education (distance learning)
FR 4.9 Definition of credit hours

Graduate Education Committee

• Includes curriculum, admissions, distance learning (distance education), and advising
• Does not include assessment (CS 3.3.1.1 and CS 3.3.1.3 which are under institutional effectiveness)

Principles
CR 2.7.1 Program length
CR 2.7.2 Program content
CR 2.7.4 Course work for degrees
CR 2.9 Learning resources and services
CR 2.10 Student support services (cross-referenced to CS 3.9.1 and CS 3.9.2)
CS 3.4.1 Academic program approval (cross-referenced to CS 3.4.7 and CS 3.7.5)
CS 3.4.2 Continuing education/service programs (cross-referenced to CS 3.3.15 and CS 3.4.8)
CS 3.4.3 Admissions policies
CS 3.4.4 Acceptance of academic credits
CS 3.4.5 Academic policies
CS 3.4.6 Practices for awarding credit
CS 3.4.7 Consortial relationships/contractual agreements
CS 3.4.8 Noncredit to credit
CS 3.4.9 Academic support services [includes advising, information technology, distance learning, etc.]
CS 3.4.10 Responsibility for curriculum
CS 3.4.11 Academic program coordination
CS 3.4.12 Technology use (cross-referenced to CS 3.3.1.3)
CS 3.6.1 Post-baccalaureate program rigor
CS 3.6.2 Graduate curriculum
CS 3.6.3 Institutional credits for a graduate degree
CS 3.6.4 Post-baccalaureate program requirements
CS 3.8.1 Learning/information resources
CS 3.11.3 Physical facilities
CS 3.12.1 Substantive change (relating to courses and/or programs that represent a significant departure, either in content or method of delivery or at a different level, from those being offered; closing degree programs)
FR 4.1 Student Achievement
FR 4.2 Program curriculum
FR 4.3 Publication of policies
FR 4.4 Program length
FR 4.5 Student complaints
FR 4.6 Recruitment materials
FR 4.8 Distance and correspondence education (distance learning)
FR 4.9 Definition of credit hours
Institutional Effectiveness Committees

Institutional Effectiveness Committee
- Subcommittee: Academic Assessment
- Subcommittee: Administrative Services Assessment
- Subcommittee: Faculty, Evaluation, and Planning
- Subcommittee: Student Support Services and Library

Principles
CR 2.5 Institutional Effectiveness (cross-referenced to CS 3.3.1, CS 3.5.1, and FR 4.1)
CS 3.3.1 Institutional Effectiveness (cross referenced to CR 2.5, 2.9, 2.10)
- CS 3.3.1.1 educational programs, to include student learning
- CS 3.3.1.2 administrative support services
- CS 3.3.1.3 academic and student support services
- CS 3.3.1.4 research within its mission, if appropriate (cross-referenced to CS 3.7.3)
- CS 3.3.1.5 community/public service within its mission, if appropriate (cross-referenced to CS 3.4.2)

Cross-referenced to the following principles:
CR 2.9 Learning resources and services
CR 2.10 Student support services
CS 3.4.2 Continuing education/service programs
CS 3.5.1 College-level competencies
CS 3.7.3 Faculty Development
CS 3.8.1 Learning/information resources
FR 4.1 Student achievement

Faculty Evaluation and Planning Principles
CR 2.8 Faculty
CS 3.2.8 Qualified administrative/academic officers [senior-level academic and administrative officers excluding CEO/president]
CS 3.2.9 Personnel appointment [including full-time and part-time faculty]
CS 3.4.1 Academic program approval
CS 3.4.5 Academic policies
CS 3.4.11 Academic program coordination [also listed within Undergraduate and Graduate Education Committees]
CS 3.5.4 Terminal degrees of faculty
CS 3.7.1 Faculty competence
CS 3.7.2 Faculty evaluation
CS 3.7.3 Faculty development
CS 3.7.4 Academic freedom
CS 3.7.5 Faculty role in governance (cross-referenced to CS 3.26 and CS 3.4.10); also listed in governance committee)
**Student Support Services Principles**
CR 2.10 Student support services
CS 3.4.5 Academic policies
CS 3.4.9 Academic support services
CS 3.3.1.3 academic and student support services
CS 3.9 Student Affairs and Services
CS 3.9.1 Student rights
CS 3.9.2 Student records
CS 3.9.3 Qualified staff
FR 4.3 Publication of policies
FR 4.5 Student complaints
FR 4.6 Recruitment materials

**Library Principles**
CR 2.9 Learning resources and services
CS 3.3.1.3 academic and student support services
CS 3.8.1 Learning/information resources
CS 3.8.2 Instruction of library use
CS 3.8.3 Qualified staff

**Quality Enhancement Plan (QEP) Committee**
CR 2.12 Quality Enhancement Plan (QEP)
CR 3.3.2 QEP
Cross-referenced to CR 2.5 Institutional Effectiveness
CR 2.11.1 Financial resources
CR 2.11.2 Physical resources

**Ancillary teams**
Technical/Web Support, led by Simon Kane and his team, Provost’s Technology Group

Editorial/Writing/Resources Team Proposal
If established, Mary Jo Venetis to lead as chair? Members should include those who have expertise in editing and writing university publications.
Group 2’s Preliminary Recommendations

Group 2 corresponded via email and met on January 13th before the Leadership Team Meeting. Prior to the meeting, the group’s objective was to review the 2007 committees as well as review the structure and membership of peer institutions’ committees. It was also determined that names and titles of specific committee members would be put forth after the January 13th meeting.

One of the programs proposed as a model to emulate was UNT. Serenity noted that the strength of their model was the streamlined committees.

It was also noted that UT Austin has the same timeline as UT Dallas and will be undergoing the process at the exact same time. They only have 50 people assigned to writing the principles.

Based on this discussion, review and recommendations from group members who participated on the 2007 team, Group 2 recommended a consolidation of nine total committees comprised of six working groups that are aligned with the principles. These are outlined below:

- Leadership Team
- Steering Committee
  - Governance, Missions and Administration
  - Financial and Physical Resources
  - Faculty
  - Learning and Student Resources
  - Programs, Curriculum
  - Institutional Effectiveness
- QEP Council

Additional Items:

There was some discussion about whether to divide undergraduate and graduate into different groups. In our case it is difficult to make clear-cut distinctions because of our fast-track programs and dual enrollment. If they are combined under one group we have flexibility in the assignment of principles.

There will not be distinct writing groups. They will be part of the committee and individuals will be taking on the writing as part of the committee role.

There will be overlap in the groups, i.e., between faculty and curriculum. Faculty will focus on issues such as hiring and academic freedom. Learning will include student resources, student affairs, academic services, and library and curriculum principles.

Austin is on the same time line and their first drafts are due on May 2nd.

For our first draft, principles will be assigned. Will need to update supporting documentation as well as evaluate what we are no longer doing and what we will need to add.

Representation on the committees should include some involved in 2007 but new additions will be very important to drive the process as well as help determine where the holes are in updating and review.