AGENDA

2018 SACSCOC Steering Committee Meeting
March 25, 2016
Osborne Conference Room, Room ECSS 3.503

1. Call to Order and Introductions
   Serenity King

2. Deliverables
   A. Deadlines / Timelines: Draft due November 1, 2016
   B. Monthly Updates
   Serenity King

3. Committee Resources
   A. 2018 Steering Committee Charge and Membership Information
   B. SACSCOC and other resources located on UT Dallas SACSCOC website
      http://sacscoc.utdallas.edu/
      http://dox.utdallas.edu/publication1210
   D. SACSCOC Summer Institute and SACSCOC Annual Meeting
   E. 2007 Compliance Certification Report (CCR) Navigator
      http://sacscoc.utdallas.edu/ccrnnav/
   F. 2008 Focused Response Report (requires log-in)
      http://sacscoc.utdallas.edu/frrnav/
   G. SACSCOC New and Revised Principles since 2008 ed.
   H. SACSCOC Principles Assigned to Multiple Committees
      2013 Preliminary Data Chart: http://dox.utdallas.edu/chart1236
      2014 Preliminary Data Chart: http://dox.utdallas.edu/chart1235
   J. The Principles of Accreditation: Foundations for Quality Enhancement
      http://dox.utdallas.edu/publication1209
   K. Vy Trang: Administrative Support

4. Technical Assistance/Support
   Simon Kane

5. Questions / Concerns
   Serenity King

6. Future Meetings
   Serenity King

7. Adjournment
   Serenity King
ITEM 1

2018 Steering Committee Members

Chair: Serenity Rose King $^1$
Co-Chair: Dr. Murray J. Leaf $^2$

Committee Members:
- Dr. Poras Balsara (Chair, Programs, Curriculum Instruction Committee)
- Dr. David Cordell (Chair, Mission, Governance and Administration Committee)
- Dr. Vladmir Dragovic
- Dr. Marilyn Kaplan (Co-Chair, Programs, Curriculum Instruction Committee)
- Dr. Jessica C. Murphy (Director, Quality Enhancement Plan Topic Selection Committee)
- Dr. Nicole Leeper Piquero (Co-Chair, Faculty Committee)
- Dr. Lawrence J. Redlinger (Co-Chair, Institutional Effectiveness Committee)
- Cary Delmark
- Josh Hammers (Chair, Learning and Student Resources Committee)
- Dr. Calvin D. Jamison
- Dr. Kim Laird (Chair, Financial and Physical Resources and Information Technology Committee)
- Debbie Montgomery (Co-Chair, Learning and Student Resources Committee)
- Dr. Catherine Parsoneault
- Dr. Gloria Shenoy
- Sue Sherbet
- Toni Stephens
- M. Beth Tolan (Co-Chair, Financial and Physical Resources and Information Technology Committee)
- Dr. Mary Jo Venetis

$^1$ Also chairs the Leadership Team and Institutional Effectiveness Committee and co-chairs the Mission, Governance and Administration Committee.
$^2$ Also chairs the Faculty Committee.
ITEM 3A

2018 Steering Committee Charge and Membership Information

**Charge:** The Steering Committee works in concert with the Leadership Team to lead the various 2018 Reaffirmation committees in their efforts to prepare the compliance certification report. Comprised of the chairs and co-chairs of the committees, in addition to key stakeholders across campus, the Steering Committee reviews the work of all committees and offers recommendations to the Leadership Team regarding needed changes and improvements in UT Dallas policy and practice.

**2018 Reaffirmation Committees Membership Summary**

Appointment letters were sent out the last week of February 2016, and 107 (94%) of the nominated members accepted the call to serve on the Reaffirmation Committees. The acceptance rate includes 12 members who are serving on the Leadership Team, along with Simon Kane and Vy Trang who provide technical and administrative support respectively. The overall response rate for all appointment letters was 97%.

Four nominated members declined:
- David F. Channel, Faculty Committee
- Randall Lehmann, Faculty Committee
- Dennis L. Miller, Programs, Curriculum Instruction Committee
- Erin A. Smith, Faculty Committee

No responses received from three nominated members:
- R. David Crain, two committees: Financial and Physical Resources and Information Technology Committee; and Learning and Student Resources Committee
- Joseph Izen, one committee: Financial and Physical Resources and Information Technology Committee
- Kelly Kinnard, one committee: Financial and Physical Resources and Information Technology Committee
ITEM 3A Supplement

2018 Reaffirmation Committee Lists

Mission, Governance, and Administration Committee

Dr. David Cordell, Chair  
Serenity Rose King, Co-Chair  
Dr. Richard K. Scotch  
Dr. Kurt J. Beron  
Colleen Dutton  
Dr. Abby R. Kratz  
Terry Pankratz  
Timothy Shaw  
Sue Sherbet  
Dr. Mary Jo Venetis

Financial and Physical Resources and Information Technology Committee

Dr. Kim Laird, Chair  
M. Beth Tolan, Co-Chair  
Dr. Denise Paquette Boots  
Dr. Joseph M. Izen  
Dr. Ravi Prakash  
Mariah Armitage  
Paula Austell  
Dr. Darren Crone  
Naomi Emmett  
Terry Pankratz  
Toni Stephens  
Chad Thomas  
Scott Willett  
Larry Zacharias

Faculty Committee

Dr. Murray J. Leaf, Chair  
Dr. Nicole Leeper Piquero, Co-Chair  
Dr. Timothy Redman  
Dr. R. Chandrasekaran  
Dr. Christine Dollaghan
Todd Fechter  
Dr. Lev Gelb  
Dr. Karen Huxtable  
Dr. Varghese Jacob  
Dr. Candice Mills  
Dr. Meghna Sabharwal  
Dr. John W. Sibert, IV

**Learning and Student Resources Committee**

Josh Hammers, Chair  
Debbie Montgomery, Co-Chair  
Dr. Paul F. Diehl  
Dr. Vladimir Dragovic  
Dr. Richard Golden  
Dr. James Cannici  
Cristen Casey  
Dr. Darren Crone  
Don Davis  
Frank Feagans  
Kimshi Hickman  
John Jackson  
Elizabeth Samuel  
Dr. Amanda Smith  
Dr. Mary Jo Venetis  
Luis Garcia Fuentes  
Grant Branam

**Programs, Curriculum Instruction Committee**

Dr. Poras Balsara, Chair  
Dr. Marilyn Kaplan, Co-Chair  
Dr. Andrew Blanchard  
Dr. Frank Dufour  
Dr. Euel W. Elliott  
Dr. George W. Fair  
Dr. Eric Farrar  
Dr. Joanna K. Gentsch  
Dr. Juan E. Gonzalez  
Dr. John Gooch  
Dr. Varghese Jacob  
Dr. Shelley D. Lane  
Dr. Simeon Ntafos
Dr. Clint W. Peinhardt
Dr. Alex R. Piquero
Dr. Elizabeth Rugg
Dr. Melanie Spence
Dr. Robert Stillman
Dr. Marion K. Underwood
Dr. Tonja Wissinger
Courtney Brecheen
Dr. Darren Crone
Kimshi Hickman
John Jackson
Serenity Rose King
Jennifer McDowell
Elizabeth Samuel
Wray Weldon
Brett Cease
Brian Moore

**Institutional Effectiveness Committee**

Serenity Rose King, Chair
Dr. Lawrence J. Redlinger, Co-Chair
Dr. Kutsal Dogan
Dr. Monica Evans
Dr. George W. Fair
Michele Hanlon
Dr. Jennifer S. Holmes
Dr. Marilyn Kaplan
Dr. Kamran Kiasaleh
Dr. Theodore Price
Jerry Alexander
Pete Bond
Dr. Michael Carriaga
Lauren DeCillis
Dr. Kyle Edgington
Cheryl Friesenhahn
Josh Hammers
Dr. Kim Laird until Chief Budget Officer hired
Dr. Catherine Parsoneault
Rafael Martin
Dr. Gloria Shenoy
Toni Stephens
Dr. Mary Jo Venetis
Kim Winkler
Quality Enhancement Plan (QEP) Topic Selection Committee

Dr. Jessica C. Murphy, Director  
Lisa Bell  
Dr. Euel W. Elliott  
Dr. Rebecca Files  
Dr. Walter E. Voit  
Dr. Gene Fitch  
John Johnson  
Dr. Kim Laird until Chief Budget Officer hired  
Melinda Mendoza-Ellis  
Katherine Morales  
Ryan Dorman  
Rajadhar Reddy  
Designee: Non-traditional Student Representative

Steering Committee

Serenity Rose King, Chair  
Dr. Murray J. Leaf, Co-Chair  
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Dr. Catherine Parseoneault  
Dr. Gloria Shenoy  
Sue Sherbet  
Toni Stephens  
M. Beth Tolan (Co-Chair, Financial and Physical Resources and Information Technology Committee)  
Dr. Mary Jo Venetis
Leadership Team

Serenity Rose King, Chair
Dr. B. Hobson Wildenthal
Dr. Inga Musselman
Ryan Dorman
Dr. Joanna K. Gentsch
Josh Hammers
Dr. Marilyn Kaplan
Dr. Kim Laird
Dr. Jessica C. Murphy
Dr. Clint Peinhardt
Dr. Nicole Leeper Piquero
Dr. Mary Jo Venetis
Vy Trang
Simon Kane
ITEM 3D

SACSCOC Summer Institute and SACSCOC Annual Meeting

Brochure for SACSCOC Summer Institute
July 17-20, 2016
Gaylord Texan Resort & Convention Center, Grapevine, TX

SACSCOC Annual Meeting
December 3-6, 2016, Atlanta, Georgia
Grapevine, Texas
Grapevine is centrally located between Dallas and Fort Worth, Texas, and is less than 10 minutes from the Dallas/Fort Worth International Airport. Featuring Lake Grapevine, an 8,000-acre recreational lake, opportunities abound for fishing, recreational boating, and hiking. For golf enthusiasts, Grapevine is home to 81 holes of golf, including Cowboys Golf Club, the world's only NFL-themed golf club. Historic Downtown Grapevine offers cultural activities, boutique shopping, and dining options to suit many tastes. In addition, the Grapevine Mills can be visited for those seeking an outlet store shopping experience.

Gaylord Texan Resort & Convention Center
The Gaylord Texan Resort & Convention Center, the largest hotel in Texas, overlooks Lake Grapevine and features more than four acres of indoor gardens and winding waterways, offering a welcoming, festive atmosphere for guests. While at the resort, you are steps away from retail shops, fashion stores, and distinctive boutiques. For those seeking outdoor activities, Paradise Springs awaits with a Western-themed 10-acre resort pool, lazy river, and game pavilion. The RedRock Spa is also on site to pamper those who choose to wind down with a relaxing break. If a guest in your group requires an accessible room, the resort offers multiple options with wonderful layouts and accommodations. There are several retail shops, fashion stores, and distinctive boutiques. For those seeking outdoor activities, Paradise Springs awaits with a Western-themed 10-acre resort pool, lazy river, and game pavilion. The RedRock Spa is also on site to pamper those who choose to wind down with a relaxing break. If a guest in your group requires an accessible room, the resort offers multiple options with wonderful layouts and accommodations.

Overview
The Southern Association of Colleges and Schools Commission on Colleges will conduct its 12th Annual Institute on Quality Enhancement and Accreditation at the Gaylord Texan Resort & Convention Center, July 17–20, 2016, to highlight successful assessment practices and to focus on initiatives designed to improve student learning. The Institute will feature plenary sessions by distinguished speakers, case studies from a diverse group of institutions, small-group discussions, and numerous networking opportunities. It is designed especially for faculty groups, Leadership Team members, Accreditation Liaisons, chief academic and executive officers, and others who are interested in establishing or maintaining a culture of continuous improvement at their institutions.

Tentative Program

SUNDAY, JULY 17
9:30 AM  Check-in (advance registration required)

Pre-Institute Sessions for Newcomers
There is an additional fee of $40 per session. (A boxed lunch is included. Start times are subject to change.)

11:00 AM  Reaffirmation of Accreditation 101
Facilitator: Dr. Steven Sheeley, Vice President, SACS/COC

1:30 PM  The ABCs of Institutional Effectiveness
Facilitator: Dr. Michael Hoefer, Vice President, SACS/COC

5:00 PM  Opening Session
Greetings, introductions, and goals of the Institute
Speaker: Dr. Pat Hutchings, Senior Scholar at the National Institute for Learning Outcomes Assessment and Scholar in Residence at Gonzaga University
Topic: "Revisiting the Principles of Good Practice for Assessing Student Learning"

6:30 PM  Opening Reception

7:30 PM  Complimentary shuttles to area restaurants

MONDAY, JULY 18
7:00 AM  Check-in (advance registration required)

7:30 AM  Buffet breakfast

8:30 AM  Morning plenary
Speaker: Dr. Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE at the Association of American Colleges & Universities
Topic: "Better Together: Assessing for Learning, Improvement, and Accountability"

10:00 AM  Breakout groups

Noon  Networking luncheon

1:30 PM  Afternoon plenary
Speaker: Dr. Terence Doyle, author; nationally recognized educational consultant, and Professor Emeritus from Ferris State University
Topic: "Learning-Centered Teaching: Putting the Research on Learning into Practice"
Harmony with the Brain is currently working on a new book, happens and suggests a new paradigm for how students should be educated. Dr. Doyle has presented 75 workshops on teaching and learning topics at regional, national, and international conferences since 2000. During the past five years, he has worked with faculty in Taiwan, Saudi Arabia, Pakistan, South Korea, Canada, and the U.S. to develop e-learning strategies for training programs. He interacts with hundreds of faculty each year as the online facilitator for the course “Designing Online Instruction,” sponsored by the Learning Resources Network, and cohosts the Online Learning Video. Dr. Conrad has coauthored several books, including The Faculty Guide for Moving Teaching and Learning to the Web, The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips for Moving Teaching and Learning to the Web, and The Online Learner, Continuing to Engage the Online Learner, and Assessing Learners Online.

Rita-Marie Conrad is a consultant and digital learning strategist for the University of California—Berkley Center for Teaching and Learning, where she collaborates with faculty and staff in institutional systems. Dr. Conrad has designed and taught online courses on topics such as online collaboration, learning theories, designing online instruction, and developing e-learning strategies for training programs. She interacts with hundreds of faculty each year as the online facilitator for the course “Designing Online Instruction,” sponsored by the Learning Resources Network, and cohosts the Online Learning Video. Dr. Conrad has coauthored several books, including The Faculty Guide for Moving Teaching and Learning to the Web, The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips for Moving Teaching and Learning to the Web, and The Online Learner, Continuing to Engage the Online Learner, and Assessing Learners Online.

Michael Hoefler currently serves as a Vice President with the Southern Association of Colleges and Schools Commission on Colleges. He has more than 30 years of experience in higher education as a professor, Dean of Arts and Sciences, and Vice President of Institutional Effectiveness. His accreditation experience includes serving on and chairing visiting committees for SACS/COC, attendance at the SACS/COC Summer Institute on Quality Enhancement and Accreditation, workshops on institutional effectiveness, roundtable and concurrent session presentations at the annual SACS/COC meetings, and leadership training for SACS/COC committees chair. Dr. Hoefler also served as a site team evaluator for the Council on Chiropractic Education and has prior experience with the Commission on Accreditation for Dietetic Education.

Danette Gerald Howard is Vice President for Policy and Mobilization at Lumina Foundation, the nation’s largest private philanthropic funder focused on increasing student access and success in postsecondary education. Dr. Howard oversees several of Lumina’s key strategies to increase Americans’ attainment of high-quality postsecondary degrees and credentials, including strategic work in both state and federal policy and the foundation’s growing national convening function. She also leads the foundation’s efforts to mobilize and engage employers, metropolitan business leaders, state and local officials, and other key actors with a stake in postsecondary attainment. Prior to joining Lumina, Dr. Howard served as Secretary of Higher Education in Maryland, leading the Maryland Higher Education Commission. As secretary she oversaw Maryland’s statewide financial aid program, approved new academic programs and institutions seeking to operate in the state, and advised the governor and legislators on higher education policies and initiatives. A nationally recognized analyst and thought leader, Dr. Howard previously served as Director of Research and Policy Analysis at the Maryland Higher Education Commission, as well as the Assistant Director of Higher Education Policy at the Education Trust in Washington, D.C., as a researcher at the University of Maryland, College Park. Dr. Howard has also served as a faculty member, a graduate teaching assistant, and admissions counselor at the University of Maryland, Baltimore County. In 2015, Dr. Howard was honored for her outstanding success and national recognition in the field of higher education as one of the five national recipients of the McNair Scholars Program Awards, and in 2016 received her honorary Doctor of Laws degree from her alma mater, Towson University. She is also a founder of Solaris Injury Law. She is a frequent speaker and workshop leader on such topics as institutional effectiveness, educational program assessment, and the Quality Enhancement Research Initiative. She is a member of the Advisory Board for the Quality Enhancement Research Initiative and is involved in the development of several new programs designed to help institutions of higher education improve student success. She is a frequent speaker and workshop leader on such topics as institutional effectiveness, educational program assessment, and the Quality Enhancement Research Initiative. She is a member of the Advisory Board for the Quality Enhancement Research Initiative and is involved in the development of several new programs designed to help institutions of higher education improve student success.

Pat Hutchings is a senior scholar with the Freeman Foundation for Student Learning Outcomes Assessment (NOLO). Her work has focused on a variety of strategies for creating a campus culture of teaching and learning, including student learning outcomes assessment, integrative learning, the peer collaboration and review of teaching, and the scholarship of teaching and learning. Dr. Hutchings’ publications include The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact, coauthored with Mary Taylor Huber and Anthony Ciccone; and, as part of the NOLO team, Using Evidence of Student Learning to Improve Higher Education.

Terrel L. Rhodes is Vice President for the Office of Quality, Curriculum and Assessment at the American College of Education (ACEU). He currently serves as the Executive Director of Valid Assessment of Learning in Undergraduate Education (VALUE), where he focuses on the quality of undergraduate education, access, general education, and assessment for student learning. Dr. Rhodes leads the VALUE national project involving the State Higher Education Executive Officers Association, 12 states and 91 two- and four-year campuses, examining authentic student work using VALUE rubrics. He also leads the nine-state Quality Collaboratives project around transfer and the Degree Qualifications Profile and AAC&U’s ePortfolio initiative to support intentional general education pathways and student signature work. Before moving into national higher education work, Dr. Rhodes was a faculty member in political science and public administration for thirty years, a vice provost, and a vice chancellor.

Steven Sheeley currently serves as a Vice President with the Southern Association of Colleges and Schools Commission on Colleges. He came to the Commission in 2008, following more than 20 years as a college professor and administrator. Dr. Sheeley is a frequent speaker and workshop leader on such topics as institutional effectiveness, educational program assessment, and the Quality Enhancement Research Initiative. In addition to supporting the advising efforts of approximately 65 member institutions, Dr. Sheeley continues to pay particular attention to issues related to academic policy and the quality and integrity of academic programs.

Cancellations and Refunds

Individuals who register and are unable to attend the Institute may request a refund of all fees paid, less a $100 processing fee, on or before June 13, 2016. Request a refund of all fees paid, less a $100 processing fee, on or before June 13, 2016, and before June 13, 2016. Substitutes and referrals for requests for refunds must be submitted in writing and received by the Institute no later than June 15, 2016. Refunds will be processed after the Institute, based on hotel availability. After June 13, 2016, all fees are nonrefundable.

Hotel Accommodations

The standard room rate is $160 per night (single/double occupancy), which is inclusive of the resort fee, $10 per night, plus 8.25% tax. Parking is available for $15 per day and $24 for valet parking, plus 8.25% sales tax. All guest rooms and public spaces will provide complimentary Wi-Fi access in the hotel's guest rooms and public spaces and complimentary shuttles to select area attractions. Attendees are responsible for their own lodging and travel expenses.

Newcomers to accreditation who arrive early can register to attend a pre-institute workshop on institutional effectiveness and/or accreditation. Others can become familiar with the resort or take advantage of our Grapevine experiences, such as Historic Downtown Grapevine, Nash Farm, or outdoor activities, such as lake Grapevine or wine tastings. Patrons can also take advantage of complimentary shuttles each evening to enjoy shopping or local restaurants.

Registration is open to anyone who is interested in quality assurance practices in higher education. Patrons can also take advantage of our Grapevine experiences, such as Historic Downtown Grapevine, Nash Farm, or outdoor activities, such as lake Grapevine or wine tastings. Patrons can also take advantage of complimentary shuttles each evening to enjoy shopping or local restaurants.

For additional information, please visit www.sacscoc.org/institute.asp to review frequently asked questions.

SACSCOC is a senior scholar with the Freeman Foundation for Student Learning Outcomes Assessment (NOLO). Her work has focused on a variety of strategies for creating a campus culture of teaching and learning, including student learning outcomes assessment, integrative learning, the peer collaboration and review of teaching, and the scholarship of teaching and learning. Her publications include The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact, coauthored with Mary Taylor Huber and Anthony Ciccone; and, as part of the NOLO team, Using Evidence of Student Learning to Improve Higher Education.

About the Speakers

Rita-Marie Conrad is a consultant and digital learning strategist for the University of California—Berkley Center for Teaching and Learning, where she collaborates with faculty and staff in institutional systems. Dr. Conrad has designed and taught online courses on topics such as online collaboration, learning theories, designing online instruction, and developing e-learning strategies for training programs. She interacts with hundreds of faculty each year as the online facilitator for the course “Designing Online Instruction,” sponsored by the Learning Resources Network, and cohosts the Online Learning Video. Dr. Conrad has coauthored several books, including The Faculty Guide for Moving Teaching and Learning to the Web, The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips for Moving Teaching and Learning to the Web, and The Online Learner, Continuing to Engage the Online Learner, and Assessing Learners Online.

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Steven Sheeley currently serves as a Vice President with the Southern Association of Colleges and Schools Commission on Colleges. He came to the Commission in 2008, following more than 20 years as a college professor and administrator. Dr. Sheeley is a frequent speaker and workshop leader on such topics as institutional effectiveness, educational program assessment, and the Quality Enhancement Research Initiative. In addition to supporting the advising efforts of approximately 65 member institutions, Dr. Sheeley continues to pay particular attention to issues related to academic policy and the quality and integrity of academic programs.
ITEM 3F

2008 Focused Response Report
http://dox.utdallas.edu/report1496/dcclojmeat

The following Principles were reported “non-compliant” by the Off-Site Review Committee in 2008. UT Dallas responded through the Focused Response Report, providing additional information for each Principle. Upon review, the On-Site Review Committee concurred that UT Dallas made appropriate changes to be in compliance.

**CR Principle 2.7.1 Program length**
Fast track option for undergraduate students that could result in a student earning a master’s degree with less than 30 semester credit hours of graduate work as a graduate student.

**CR Principle 2.8 Number of faculty members to support the institution mission**
Report was unclear in providing the actual numbers of part-time instructors, showing a discrepancy between two given numbers.

**CR Principle 2.11.1 Sound financial base**
UT Dallas had not submitted its FY2007 financial statement, which was unavailable when the compliance report was submitted in 2007.

**CS Principle 3.2.10 Administrative staff evaluations**
UT Dallas lacked documentation to indicate that periodic evaluations of academic administrators were conducted although we produced evidence in the focused report.

**CS Principle 3.6.3 Institutional credits for a degree**
Transfer graduate students were allowed to transfer up to 50% of coursework which could result in less than a majority of the work done at UT Dallas.

**CS Principle 3.7.1 Faculty competence/qualifications**
The six faculty members in question were terminated, reassigned, or have now received the appropriate doctoral credentials.

**CS Principle 3.7.2 Faculty evaluation**
UT Dallas lacked documentation to indicate periodic evaluation of faculty members.
ITEM 3G

SACSCOC New and Revised *Principles* since 2008 ed.

**New Principles since 2008 ed.**

- **3.3.2** – added principle pertaining to QEP in this section. Wording used and requirements listed were taken from removed portions of 2.12
- **4.8** – and all sub principles (4.8.1, 4.8.2, 4.8.3) relating to distance and correspondence education were added
- **4.9** – principle was added regarding definition of credit hours

**Revised Principles since 2008 ed.**

- **2.12** – removed requirements listed for QEP connected to this principle “(3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement”
- **3.2.2.3** – removed wording “including policies concerning related and affiliated corporate entities and all auxiliary services”
- **3.2.2.4** – removed principle “related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.”
- **3.2.8** – removed wording “…and capacity to lead the institution.”
- **3.2.9** – replaced, “…defines and publishes...” with “publishes”
- **3.2.10** – changed wording from, “The institution evaluates the effectiveness of its administrators on a periodic basis.”
- **3.2.12** – changed wording from, “The institution’s chief executive officer controls the institution’s fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.”
- **3.2.13** – changed wording from, “Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. (Institution-related foundations).”
- **3.3.1.3** – changed wording from, “educational support services”
- **3.3.1.4** – replaced, “…educational mission…” with “mission”
- **3.3.1.5** – replaced, “…educational mission…” with “mission”
- **3.4** – removed wording, “All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work) (See Commission policy “Distance Education.”).”
- **3.4.4** – changed wording at beginning of principle from, “The institution has a defined and published policy for evaluating…”
- **3.4.7** – changed wording in the middle of principle from, “…ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship…”
- **3.5.2** – removed wording at the end of this principle, “In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions.”
- **3.5.3** – replaced, “…defines and publishes…” with “publishes”
- **3.5.4** – changed wording from, “usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.”
- **3.6.3** – changed wording from, “The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.” AND removed wording at end of principle, “In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortial arrangements, the student earns a majority of credits through instruction offered by the participating institutions.”
- **3.9.3** – changed wording from, “The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.”
- **3.10.2** – removed principle, “The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. (Submission of financial statements)”
- **3.10.3** – became principle 3.10.2
- **3.10.4** – became principle 3.10.3
- **3.10.5** – became principle 3.10.4
- **3.12** – changed wording at end of principle from, “An applicant or candidate institution may not undergo substantive change prior to action on initial membership.”
- **3.13.1** – changed wording of note after principle from “This standard is not addressed by the institution in its Compliance Certification.”
- **3.14** – added new sentence after first sentence, “Institutions should indicate that normal inquires about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission’s office.” AND adjusted the wording in the examples showing how to represent one’s association with SACSCOC from, “Commission on Colleges of the Southern Association of Colleges and Schools.”
• 4.1 – changed wording from, “The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.”
• 4.2 – replaced the word “purpose” with “mission.”
• 4.7 – replaced “1998” with “most recent”
ITEM 3H

SACSCOC *Principles* Assigned to Multiple Committees

- CR 2.5 Institutional Effectiveness
  - Institutional Effectiveness Committee
  - Quality Enhancement Plan (QEP) Topic Selection Committee
- CS 3.2.8 Qualified administrative/academic officers
  - Mission, Governance and Administration
  - Faculty Committee
- CS 3.2.9 Personnel appointment
  - Mission, Governance and Administration
  - Faculty Committee
- CS 3.4.3 Admissions policies
  - Mission, Governance and Administration
  - Programs, Curriculum Instruction Committee
- CS 3.4.5 Academic policies
  - Mission, Governance and Administration
  - Programs, Curriculum Instruction Committee
- CS 3.4.7 Consortial relationships/contractual agreements
  - Mission, Governance and Administration
  - Programs, Curriculum Instruction Committee
- CS 3.4.9 Academic support services
  - Programs, Curriculum Instruction Committee
  - Learning and Student Resources Committee
- CS 3.4.10 Responsibility for curriculum
  - Faculty Committee
  - Programs, Curriculum Instruction Committee
- CS 3.4.11 Academic program coordination
  - Faculty Committee
  - Programs, Curriculum Instruction Committee
- CS 3.7.5 Faculty role in governance
  - Mission, Governance and Administration
  - Faculty Committee
ITEM 3I

SACSCOC Top 10 Cited Principles

2013 and 2014 Preliminary Data Charts
# PRELIMINARY DATA

## Top 10 Most Frequently Cited Principles in Reaffirmation Reviews: 2013 Reaffirmation Class Institutions

<table>
<thead>
<tr>
<th>Rank</th>
<th>Requirement/Standard</th>
<th>% Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.7.1 (Faculty Competence)</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>3.3.1.1 (IE – Educational Programs)</td>
<td>64%</td>
</tr>
<tr>
<td>3.</td>
<td>3.4.11 (Academic Program Coordination)</td>
<td>59%</td>
</tr>
<tr>
<td>4.</td>
<td>3.1.3.1 (IE – Administrative Support)</td>
<td>53%</td>
</tr>
<tr>
<td>5.</td>
<td>3.2.14 (Intellectual Property Rights)</td>
<td>52%</td>
</tr>
<tr>
<td>6.</td>
<td>3.3.1.5 (IE – Community/Public Service)</td>
<td>48%</td>
</tr>
<tr>
<td>7.</td>
<td>3.5.1 (General Education Competencies)</td>
<td>45%</td>
</tr>
<tr>
<td>9.</td>
<td>2.11.1 (Financial Resources)</td>
<td>40%</td>
</tr>
<tr>
<td>10.</td>
<td>3.10.1 (Financial Stability)</td>
<td>33%</td>
</tr>
</tbody>
</table>

### Key Descriptive Statistics (Number of Principles Cited Per Institution)

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.8</td>
<td>7.9</td>
<td>18</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selected General Areas of Non-Compliance (Selected* CR, CS, FR)</th>
<th>% of the Total Number of Citations of Non-Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.7.6, 3.7.9, 3.12.1, 3.13.1, 3.4.3, 4.5, 4.8.3, 4.9)</td>
<td>26.9%</td>
</tr>
<tr>
<td>Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.1.1.5, 3.4.7, 3.5.1, 4.1)</td>
<td>21.7%</td>
</tr>
<tr>
<td>Educational Programs/Curriculum (2.7, 3.4.6, 4.2, 4.4 – (3.5.1+3.4.7))</td>
<td>15.5%</td>
</tr>
<tr>
<td>Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)</td>
<td>16.9%</td>
</tr>
<tr>
<td>Financial and Physical Resources (2.11, 3.10, 3.11)</td>
<td>11.8%</td>
</tr>
<tr>
<td>Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

| Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.1.1.5, 3.4.7, 3.5.1, 4.1) | 45.8% |
| Educational Programs/Curriculum (2.7, 3.4.6, 4.2, 4.4 + 2.12 and 3.3.2 – (3.4.7+3.5.1)) | 24.5% |
| Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7) | 15.4% |
| Financial and Physical Resources (2.11, 3.10, 3.11) | 6.3% |
| Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 3.4.3, 4.5, 4.8.3, 4.9) | 5.1% |
| Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3) | 1.2% |

## Notes

- For more information, please contact Alexei Matveev, Director of Training Research, at amatveev@sacscoc.org

## Related Content

**Principles**

- **Policy-Related Principles**
- **Institutional Effectiveness**
- **Educational Programs/Curriculum**
- **Faculty Issues**
- **Financial and Physical Resources**
- **Student Services/Learning Support**

**Type of Review**

- **OFF-Site Review**
- **ON-Site Review**
- **C&R Review**

**Rank**

- **Mean**
- **SD**
- **Median**
- **Range**

**Key Descriptive Statistics (Number of Principles Cited Per Institution)**

**Selected General Areas of Non-Compliance (Selected* CR, CS, FR)**

- **Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.1.1.5, 3.4.7, 3.5.1, 4.1)**
- **Educational Programs/Curriculum (2.7, 3.4.6, 4.2, 4.4 + 2.12 and 3.3.2 – (3.4.7+3.5.1))**
- **Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)**
- **Financial and Physical Resources (2.11, 3.10, 3.11)**
- **Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 3.4.3, 4.5, 4.8.3, 4.9)**
- **Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)**
## Top 10 Most Frequently Cited Principles in Reaffirmation Reviews: 2014 Reaffirmation Class Institutions (N=83)

| Review Stage I: OFF-Site Committee | | Review Stage II: ON-Site Committee | | Review Stage III: C&R | Board of Trustees |
|-----------------------------------|---------------------------------|---------------------------------|-----------------------|---------------------|
| Rank | Requirement/Standard | % Institutions in Non-Compliance | Rank | Requirement/Standard | % Institutions in Non-Compliance | Rank | Requirement/Standard | % Institutions in Non-Compliance |
| 1. | 3.7.1 (Faculty Competence) | 94% | 1. | 3.3.2 (Quality Enhancement Plan) | 47% | 1. | 3.3.1.1 (IE – Educational Programs) | 12% |
| 2. | 3.3.1.1 (IE – Educational Programs) | 61% | 2. | 3.3.1.1 (IE – Educational Programs) | 31% | 2. | 3.3.1.2 (IE – Administrative Units) | 6% |
| 3. | 2.11.1 (Financial Resources) | 48% | 3. | 3.7.1 (Faculty Competence) | 28% | 3. | 3.10.1 (Financial Stability) | 5% |
| 4. | 3.4.11 (Academic Program Coordination) | 46% | 4. | 3.3.1.2 (IE – Administrative Units) | 14% | 4. | 3.3.1.5 (IE – Community/Public Service) | 5% |
| 5. | 3.3.1.5 (IE – Community/Public Service) | 45% | 5. | 3.3.1.3 (IE – Educational Support) | 12% | 5. | 3.7.1 (Faculty Competence) | <3% |
| 6. | 3.3.1.2 (IE – Administrative Units) | 40% | 6. | 3.3.1.5 (IE – Community/Public Service) | 12% | 6. | 3.3.1.5 (IE – Community/Public Service) | 4% |
| 7. | 3.7.2 (Faculty Evaluation) | 39% | 7. | 3.10.1 (Financial Stability) | 7% | 7. | 3.3.2 (Quality Enhancement Plan) | <3% |
| 8. | 3.3.1.3 (IE – Educational Support) | 37% | 8. | 3.5.1 (General Education Competencies) | 6% | 8. | 3.5.1 (General Education Competencies) | <3% |
| 9. | 2.8 (Faculty) | 36% | 9. | 3.7.2 (Faculty Evaluation) | 6% | 9. | 3.5.1 (General Education Competencies) | <3% |
| 10. | 3.5.1 (General Education Competencies) | 35% | 10. | 3.12.1 (Substantive Change) | 35% | 10. | 3.12.1 (Substantive Change) | 35% |

### Key Descriptive Statistics

<table>
<thead>
<tr>
<th>Selected General Areas of Non-Compliance (Selected CR, CS, FR)</th>
<th>% of the Total Number of Findings of Non-Compliance</th>
<th>Selected General Areas of Non-Compliance (Selected CR, CS, FR)</th>
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<th>Selected General Areas of Non-Compliance (Selected CR, CS, FR)</th>
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</thead>
<tbody>
<tr>
<td>Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.3.4, 3.4.4, 3.4.5, 3.4.9, 3.4.10, 3.4.11, 3.5.4, 3.7.4)</td>
<td>22%</td>
<td>Educational Programs/ Curriculum (2.7, 3.4.6, 4.2.4, 4.4.)</td>
<td>20%</td>
<td>Financial and Physical Resources (2.11, 3.10, 3.11)</td>
<td>12%</td>
</tr>
<tr>
<td>Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)</td>
<td>17%</td>
<td>Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)</td>
<td>16%</td>
<td>Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.49, 4.5, 3.133)</td>
<td>16%</td>
</tr>
<tr>
<td>Institutional Effectiveness (2.4, 2.5, 3.11, 3.11.1-5.4.1)</td>
<td>16%</td>
<td>Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.3.4, 3.4.4, 3.4.5, 3.4.9, 3.4.10, 3.4.11, 3.5.4, 3.7.4)</td>
<td>13%</td>
<td>Financial and Physical Resources (2.11, 3.10, 3.11)</td>
<td>6%</td>
</tr>
<tr>
<td>Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.49, 4.5, 3.133)</td>
<td>13%</td>
<td>Financial and Physical Resources (2.11, 3.10, 3.11)</td>
<td>12%</td>
<td>Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.3.4, 3.4.4, 3.4.5, 3.4.9, 3.4.10, 3.4.11, 3.5.4, 3.7.4)</td>
<td>6%</td>
</tr>
<tr>
<td>Financial and Physical Resources (2.11, 3.10, 3.11)</td>
<td>12%</td>
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<td>6%</td>
</tr>
</tbody>
</table>

### Key Descriptive Statistics

- Mean = 16.5 | SD = 9.4 | Median = 15 | Range = 56
- Mean = 2.5 | SD = 2.5 | Median = 2 | Range = 10
- Mean = 0.6 | SD = 1.2 | Median = 0 | Range = 7

**OTR || July 2015 || For more information, please contact Alexei Matveev, Director of Training Research, at amatveev@sacscoc.org**