



## Institutional Research/Effectiveness Offices: Providing Leadership for SACSCOC Accreditation

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### Topics

- Overview of SACSCOC
- Discussion of selected standards from the *Principles of Accreditation*
- Leadership for Accreditation

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### What is SACSCOC?

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

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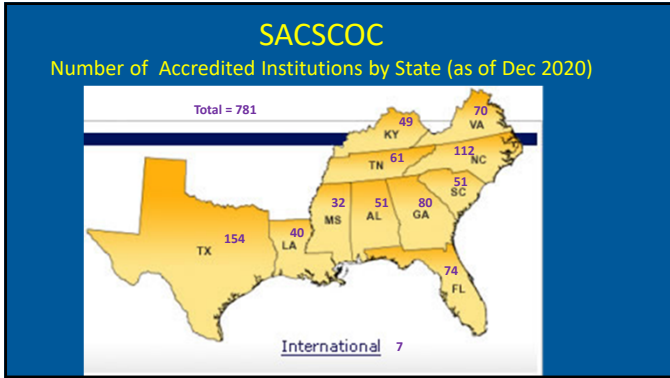
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### Classification of Institutions

Type of Control	
Public	472
Private Not-For-Profit	300
Private For-Profit	9

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### Classification of Institutions

Highest Degree Offered	
Level I	Associate's degree - 245
Level II	Bachelor's degree - 108
Level III	Master's degree - 127
Level IV	Specialist degree - 16
Level V	Doctorate in 3 or fewer disciplines - 147
Level VI	Doctorate in 4 or more disciplines - 138

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## SACSCOC Board of Trustees

- 77 persons (called Trustees)
- Three institutional representatives from each state (33)
- One public member from each state (11)
- One international member (1)
- Thirty-two at large representatives from member institutions (32)
- Represent public, private and for-profit institutions
- Represent all levels of member institutions
- Meet twice a year in June and in December
- Include presidents, other administrators, faculty from member institutions

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## SACSCOC Standards – 14 Sections

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|---|--|
| 1. Principle of Integrity                 | 9. Educational Program Structure & Content       |
| 2. Mission                                | 10. Educational Policies, Procedures & Practices |
| 3. Basic Eligibility                      | 11. Library & Learning/Information Resources     |
| 4. Governing Board                        | 12. Academic & Student Support Services          |
| 5. Administration & Organization          | 13. Financial & Physical Resources               |
| 6. Faculty                                | 14. Transparency & Institutional Representation  |
| 7. Institutional Planning & Effectiveness |  |
| 8. Student Achievement                    |  |

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## Section 6: Faculty

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### Standard 6.1

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)* [CR]

Guideline: *Full-time Faculty – 6.1 and 6.2.b* (June 2019)

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### Standard 6.2

For each of its educational programs, the institution

- a. justifies and documents the qualifications of its faculty members. *(Faculty qualifications)*
- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)*
- c. assigns appropriate responsibility for program coordination. *(Program coordination)*

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## Section 7: Institutional Planning and Effectiveness

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### Standard 7.1

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional Planning*) [CR]

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### Standard 7.2

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. (*Quality Enhancement Plan*)

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### Standard 7.3

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

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## Section 8: Student Achievement

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### Standard 8.1

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* [CR]

*Interpretation of 8.1 – Student Achievement (Dec 2019)*

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### Standard 8.2

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs. *(Student outcomes: educational programs)*
- b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. *(Student outcomes: general education)*
- c. academic and student services that support student success. *(Student outcomes: academic and student services)*

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## Selected Resources from SACSCOC

- *Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement* (Dec 2020)
- *Guideline: Full-time Faculty – 6.1 and 6.2.b* (June 2019)
- *Interpretation on 6.2.a – Faculty Qualifications* (Dec 2020)
- *Interpretation of 8.1 – Student Achievement* (Dec 2019)
- *Interpretation of 8.2.a – Student Outcomes: Educational Programs* (Sep 2020)
- *Interpretation on Sampling* (Dec 2020)
- *The Impact of the Global Pandemic on Institutional Planning and Assessment* (2020)

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## Leadership for Accreditation

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## Reframing

- Frame is the perspective from which institutional life is viewed
- Deliberate process of shifting perspectives to see same situation in multiple ways and through different lenses

Bolman & Gallos, (2011), *Reframing Academic Leadership*

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## Structural Frame

Metaphor	Factory
Images	Architect, Analyst, Systems Designer
Basic Leadership Tasks	Divide work & coordinate pieces
Leadership Currency	Clarity 
Frame Emphasis	Formal roles & relationships
Key Leadership Assumptions	Specialization, clarity & control → improvement

Excerpted from Bolman & Gallos (2011), p 50.

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## Political Frame

Metaphor	Jungle
Images	Advocate, Negotiator, Strategist
Basic Leadership Tasks	Bargain, build coalitions, set agendas, manage conflict
Leadership Currency	Empowerment 
Frame Emphasis	Allocation of power & scarce resources
Key Leadership Assumptions	Resources are scarce, and will always have differences & conflict

Excerpted from Bolman & Gallos (2011), p 72.

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## Human Resource Frame

Metaphor	Extended Family
Images	Servant, Catalyst, Coach
Basic Leadership Tasks	Facilitate alignment between individual & organizational needs
Leadership Currency	Care 
Frame Emphasis	Satisfaction, motivation, professional development, empowerment
Key Leadership Assumptions	Need each other, productive relationships, learning

Excerpted from Bolman & Gallos (2011), p 93.

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## Symbolic Frame

Metaphor	Theatre, Temple
Images	Artist, Prophet
Basic Leadership Tasks	See possibilities, create common vision & meaning, infuse passion & soul
Leadership Currency	Hope & promise 
Frame Emphasis	Meaning, purpose, values
Key Leadership Assumptions	Different interpretations to experiences; meaning-making & culture are institutional glue

Excerpted from Bolman & Gallos (2011), p 110

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## Reframing Exercise

How can these four frames be incorporated into these activities at your institution?

- Strategic Planning
- SACSCOC Compliance Certification
- QEP



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## Structural Frame Leaders

- Structure their own work
- Structure their organizations
- Structure the change process



Bolman & Gallos, (2011), Reframing Academic Leadership, p 53

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## Political Frame Leaders

- Set agendas
- Map the political terrain
- Network and build coalitions



Bolman & Gallos, (2011), *Reframing Academic Leadership*, p 77

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## Human Resource Frame Leaders

Build liberating campus environments through

- Open communication
- Empowerment
- Effective teams for collective action
- Support, coaching, and care
- Hiring the right people



Bolman & Gallos, (2011), *Reframing Academic Leadership*, p 94

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## Symbolic Frame

Leaders construct meaning and foster hope and faith by

- Building on the past for an exciting new view of future
- Leading by example
- Constructing a heroic narrative & telling it often
- Leveraging the power in ritual & ceremony



Bolman & Gallos, (2011), *Reframing Academic Leadership*, p 117

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## Pointers for Leading Well

Build capacity for stress. Prioritize attention to the objective (reality) and minimize attention to the subjective (what ifs). Your being overwhelmed is not good news.

Herald good news.

Surmount criticism or pointed attacks from others. Don't take it personally and don't retaliate. Never retaliate. Hesitate. Do not push the send button. Sleep on it. You cannot unsay a cruel word.

Be the voice of a leader, an energizer, an envoy, an intellectual. Promote values and mobilize people by sounding like a leader.

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## *Your Questions?*

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## Links to SACSCOC Documents Referenced in Powerpoint

- *Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement* (Dec 2020)  
<https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>
- Guideline: *Full-time Faculty – 6.1 and 6.2.b* (June 2019)  
[https://sacscoc.org/app/uploads/2019/08/Full-time-Faculty\\_Guideline.pdf](https://sacscoc.org/app/uploads/2019/08/Full-time-Faculty_Guideline.pdf)
- *Interpretation on 6.2.a – Faculty Qualifications* (Dec 2020)  
<https://sacscoc.org/app/uploads/2020/12/Interpretation-on-6.2.a.pdf>
- Guideline: *Faculty Credentials* (Apr 2018)  
<https://sacscoc.org/app/uploads/2019/07/faculty-credentials.pdf>
- *Interpretation of 8.1 – Student Achievement* (Dec 2019)  
<https://sacscoc.org/app/uploads/2020/01/Interpret-CR-8.1.pdf>
- *Interpretation of 8.2.a – Student Outcomes: Educational Programs* (Sep 2020)  
<https://sacscoc.org/app/uploads/2020/09/Interpretation-8.2.a.pdf>
- *Interpretation on Sampling* (Dec 2020)  
<https://sacscoc.org/app/uploads/2020/12/Interpretation-Sampling.pdf>
- *The Impact of the Global Pandemic on Institutional Planning and Assessment* (2020)  
<https://sacscoc.org/app/uploads/2020/05/Institutional-Planning-and-Assessment-During-Pandemic.pdf>