Administrative Leadership Council  
October 9, 2017

I. Undergraduate Recruitment Initiative

II. SACSSOC for the University: Items that will be needed
   - Copies of all accreditation self-studies, reviewers’ reports, and correspondence to agencies to be sent to the Provost Office and IREP
   - CVs for all academic administrators and academic program coordinators
   - Faculty qualifications database
   - Information on internships and academic agreements – to Anne Klingon
   - Examples of Faculty development efforts within your school/college
   - Curricular changes as a result of program reviews

III. Announcements
   A. SOE Tailgate – October 14, 2017 @ 11:30
   B. Guyton Fall Festival – October 30, 2017
   C. Rebel Road Trip - TBD

IV. Upcoming meetings
   A. Administrative Leadership Council: November 6, 2017
   B. SOE Faculty: November 10, 2017

V. New Business
Colleagues,

We are in our last academic year before submission of our decennial SACSCOC Compliance Report. As you know, in addition to developing a QEP, we have to respond to about 80 compliance standards. We are moving progressively in preparing these reports, but there are a few things to which I want to draw your attention and/or to ask for further help. I have shared the items below with Provost Wilkin and he may wish to go over some of these with you at the Deans’ Meeting on Monday, which I will miss, unfortunately. So I suggest you print and bring this email.

Items 1 is a new policy I am proposing and I would like you to tell me if you see any problems implementing in your school. Item 2 has already been communicated and the formal letter being distributed is just to provide a hardcopy statement. Items 3 and 4 are to give you a heads up about work that will be needed in the near future. Items 5 and 6 are ones that I am asking for your input at this time, which you can send to me via email.

1. Proposed Policy on Communication of Accreditation Information. See the attached draft, Communication of Accreditation Information. This is something that I think we need in order to codify what we are already doing as a policy. Two important points for your attention.
   - We need copies of all accreditation self-studies, reviewers’ reports, and correspondence to agencies to be sent to the Provost Office and IREP. IREP will warehouse these files in a Box folder.
   - SACSCOC requires that we are consistent in the way we describe ourselves to professional accrediting agencies (wrt mission/purpose of the institution, governance, academic programs, personnel, finances and constituencies).

My guess is that accrediting agencies do not always ask for this information exactly in a way that addresses SACSCOC’s requirement. We will review the accreditation reports to check for the above points (e.g., does the report appropriately state the institution’s Mission, governance structure, etc.), but to facilitate this, we have a draft correspondence (attached, Letter to Accrediting Agencies) that we propose that departments/schools send to the accrediting agency along with any self-study. This will be available at IREP and the Provost’s Office and will be updated at the beginning of each fall term. Let me know if you see any problem with this strategy. (Ten years ago we actually sent a letter like this to all appropriate accrediting agencies.)

2. CVs for all academic administrators and academic program coordinators. I have already asked for these. Shortly we will run reports and begin bugging. These CVs are needed to provide evidence about the qualifications of academic administrators and academic program coordinators. FYI, an academic program coordinator should have a terminal degree in the program being taught. Also, the attached memorandum from the Provost defines the role(s) of an academic program coordinator.

3. Faculty qualifications database. As you know, we have been working on the institution’s instructional roster for several months and we are now down to just a few stragglers, who are mostly faculty with international transcripts (for which we have an extra step to verify their transcripts). For many of our faculty and graduate instructors the department chairs have, over the years, entered justification text for cases where the instructor’s graduate degree does not match the course being taught. We now need to review this text to make sure it reads appropriately and will not be incorrectly interpreted by a SACSCOC reviewer. Text like “any faculty member can teach this course” or “he has taught this for 20 years” are potential red flags. That is, having taught something for 20 years does not mean the instructor has taught it well. So this is just a heads-up that we may identify some departments where the justification text needs to be revised.
4. Information on internships and academic agreements. You may be asked for this information by others, including Anne Klingens who is helping on this. The bottom line is that we need to tabulate all academic arrangements that involve academic credit granted to a student when he/she is taught by someone other than a UM faculty member. This includes things like internship, some practicums and some study abroad. Essentially I need to know about any type of academic agreements in which there is instruction of a UM student in any type of program external to UM. Typically we should have a signed MOU for such an arrangement. At the extreme, this might involve a joint degree or dual degree program. So I need to know about any type of out-sourced instruction. In addition to having an inventory of these, we need to know names of UM's responsible persons/offices, the name of the external entity, when it was last approved, and what the review process is for renewing. The attached form will be used to help in collecting this information and placing in a standard format (and we are working with IT to create a database of such academic agreements).

This is a heads up at this time. More instructions will follow.

5. Faculty development efforts within your school/college. I am looking for examples of faculty development efforts at the school/college level. This can include such things as support for research, summer grants, teaching development activities, travel grants, mentoring programs, etc. We know about campus-wide faculty development activities, but you probably have good things going on at the local level. I am looking for just a few sentence or paragraph from the schools and will then pick a half dozen or so good stories to include in a SACSCOC report about faculty development.

6. Curricular changes as a result of program reviews. I am looking for examples of how departments or schools/college have revised their curricula, including their general education requirements, as a result of professional accreditation reviews or our internal academic program reviews. As with the faculty development item above, I am looking for examples and will then include a half dozen or so good stories in a SACSCOC report about the control of curricula and a report on general education.

Thanks for your help. Feel free to email me with questions.

Maurice Eftink
Associate Provost Emeritus
137 Lyceum
University of Mississippi
University, MS 38677-1848
eftink@olemiss.edu
(662) 915-5974