

COMMITTEE MEMBERS

Dr. E. Clayton Hess, Chair
Vice President for Academic Affairs
Lincoln Memorial University

Dr. Lisa M. Lundquist
Dean, College of Health Professions
Mercer University

Dr. Joanne B. Brzinski
Senior Associate Dean, Undergraduate Education
Emory University

Dr. Andrew Westmoreland
President
Samford University

Dr. John R. Dew
Senior Vice Chancellor for Student Services and
Administration
Troy University

Dr. Valerie M. Balester
QEP Evaluator, Assistant Provost for Undergraduate
Studies, Exec Director, Academic Success Ctr &
University Writing Ctr
Texas A&M University

Mr. Ross A. Griffith
Advisor
Wake Forest University

Barry D. Goldstein
Vice President
Southern Association of Colleges and Schools
Commission on Colleges

Dr. E. Clayton Hess

Hess began his career at Lincoln Memorial University (LMU) in 1981, shortly after his graduation, as the assistant director of admissions, director of testing and director of career planning and placement. He was named the director of institutional advancement in 1996, and the director of institutional research, effectiveness and accreditation in 1998. In 2008, he was promoted to the assistant vice president for academic affairs for planning and accreditation and was named vice president for academic affairs in 2010. Hess is a member of the SACSCOC Principles Review Committee, charged with reviewing and recommending changes to SACSCOC accreditation standards and processes. He has presented numerous sessions and talks at professional association meetings. Hess co-chaired the 2014 SACSCOC Annual Meeting Planning Committee. He has also served on American Bar Association (ABA) Sabbatical Site Teams. Hess earned a bachelor of arts in history and two masters degrees from LMU (one in counseling and the other in curriculum and instruction) and a Ph.D. in human services counseling from Walden University. Hess has four grown children and five grandchildren. He resides in LaFollette, Tennessee.

Dr. Lisa M. Lundquist

Dr. Lisa Lundquist joined the College of Pharmacy and Health Sciences in 2006 as clinical assistant professor in the Department of Pharmacy Practice. In 2009, she was promoted to assistant dean for administration and clinical associate professor. As assistant dean, her responsibilities ranged from leading the accreditation self-study process of the College of Pharmacy to organizing interprofessional education activities for health sciences to strategic planning. In 2011, Dr. Lundquist was named interim chair and program director of the Department of Physician Assistant Studies, a position she held for a year in addition to her responsibilities as assistant dean. In July 2012, she was promoted to associate dean for administration, a position that expanded her responsibilities to include chairing the Mercer Health Sciences Center's Ad-hoc Interprofessional Education Committee. Dr. Lundquist has received several awards including the "Professor of the Year" honor in 2011 from the Rho Chi chapter in the College of Pharmacy and Health Sciences and the "Distinguished Educator Award" in 2008 from the College. She has authored or co-authored more than 80 scholarly articles and abstracts, and has made numerous presentations at academic conferences. She also completed an Academic Leadership Fellows Program with the American Association of Colleges of Pharmacy. Dr. Lundquist earned her Doctor of Pharmacy degree from the Samford University McWhorter School of Pharmacy in Birmingham, Ala. She completed a post-graduate residency in primary care and is a board certified pharmacotherapy specialist. Prior to joining the faculty at Mercer, she was on faculty at the University of Mississippi School of Pharmacy.

Dr. Joanne B. Brzinski

Joanne Brzinski is the Senior Associate Dean for Undergraduate Education in Emory College of Arts and Sciences. In this role, she oversees the staff involved in academic affairs and academic programs supported by Emory College. Dr. Brzinski completed her PhD at University of Michigan, focusing on elections and political parties in Europe. She has been at Emory since September 1992, initially as an assistant professor in political science and in 1999, became an assistant dean in Emory College. As an Assistant and then Associate Dean in OUE, she worked with National Scholarships and Fellowships advising and established the SIRE Undergraduate Research program. She is currently president of the National Association of Fellowships Advisors. She has directed the first year advising program as well. Dean Brzinski has been in her current role since April 2008. In that time, she has taken a leading administrative role implementing revised general education requirements (2009) and making changes to credit hours (2012-13).

Dr. Andrew Westmoreland

As Samford's 18th president, Dr. Andrew Westmoreland has led the university to embrace a vision to enrich and expand its service to students and further inspire their desire to meet the needs of the world. To advance this vision the university is committed to a challenging strategic plan with three priorities: to provide an enriched and more vibrant university experience; to engage the global community in learning, faith and service; and to inspire imagination. In the boldest effort in its history, Samford raised \$200 million by 2014 advancing the mission of Christ-centered higher education among the nation's most respected universities. Prior to his selection as president by the Samford Board of Trustees, he served eight years as president of Ouachita Baptist University, and, prior to that, on the administrative staff for more than 19 years in various capacities, including Vice President for Development and Executive Vice President. Dr. Westmoreland is a graduate of Ouachita, having received a bachelor's degree in political science in 1979. He earned a master's degree in political science from the University of Arkansas at Fayetteville, and a doctorate in higher education administration from the University of Arkansas at Little Rock. A native of the Batesville, Arkansas area, he graduated from Batesville High School in 1975. He is married to Dr. Jeanna Westmoreland, who served as professor of education and dean of Ouachita's School of Education. The Westmorelands have one daughter, Riley, a recent graduate of Samford.

Dr. John R. Dew

Dr. John R. Dew joined Troy University in 2007 and serves as Senior Vice Chancellor for Student Services and Administration, as well as liaison to SACSCOC. Dr. Dew worked as a manager with Lockheed Martin Corporation in Oak Ridge, TN and Paducah, KY for 23 years prior to joining The University of Alabama as Director of Continuous Quality Improvement and Planning in 1997. Dr. Dew earned his B.A. degree from Kentucky Wesleyan College, a Master of Arts from Murray State University, and a Doctorate in Education from the University of Tennessee. He is a Fellow in the American Society for Quality, a member of the International Academy for Quality, and served for three years as a Judge in the Malcolm Baldrige National Quality Award Program.

Dr. Valerie M. Balester

Valerie Balester, Professor of English and Executive Director of the University Writing Center and the Academic Success Center, specializes in rhetoric and composition. Her 1993 *Cultural Divide: Case Studies of African American College-Level Writers* (Portsmouth, NH: Boynton/Cook-Heinemann) earned an Honorable Mention for the W. Ross Winterowd Award for best book on composition theory. In 2004 she collaborated with Michelle Hall Kells and Victor Villanueva in editing *Latino/a Discourse and Teaching Composition as Social Action*, a collection of essays on Latino/a discourse and writing pedagogy (Boynton/Cook). More recently (2014), she contributed "How Writing Rubrics Fail: Toward a Multicultural Model" to *Race and Writing Assessment* (Eds. Asao B. Inoue and Mya Poe). Balester first worked in a writing center in 1978 at The Pennsylvania State University and was a Graduate Assistant Director at the University of Texas Writing Center in 1986-87. She worked with English graduate students to start a center at Texas A&M in 1990. She also served as the Director of Writing Programs in the Department of English at A&M, training and supervising writing teachers for FY composition, technical writing, and writing about literature. In 2001-02, she served as Interim Director of the newly created University Writing Center and became its Executive Director in 2002. In 2014, she became Assistant Provost for Undergraduate Studies, and in 2015, she became the Executive Director of the Academic Success Center.

Mr. Ross A. Griffith

Ross received his undergraduate degree from Wake Forest in 1965 and soon thereafter began working as an admissions counselor in undergraduate admissions. He worked his way to assistant director and associate director over the next 11 years. He served as WFU's director of equal opportunity from 1977-84, supervising expanded recruitment and hiring of minority and women faculty and staff at both the Reynolda and Bowman Gray campuses, and working to expand accessibility for disabled members of our community and visitors to campus. As assistant vice president for administration and planning, Ross directed facilities planning, including the design and construction of Worrell Professional Center for Law and Management and Benson University Center, while also serving as the Southeast Regional Representative of the Society of College and University Planning Board of Directors. Since 1993, Ross has provided timely, accurate and essential data to university leadership as the director of Institutional Research, building that office into one of the most respected among colleges and universities in the region — as affirmed by the numerous awards won by his Institutional Research team. Even in this demanding role, Ross has maintained a close connection with students, as academic adviser to freshmen and sophomores; indeed, he received the 2010 "Excellence in Advising" award at Convocation. He has also actively published articles on institutional research and other aspects of higher education. As anyone who works on accreditation well appreciates, Ross has served tirelessly as our Accreditation liaison, chairing the compliance committee for WFU's most recent accreditation by SACSCOC— resulting in a perfect-score zero recommendations.

WHAT IS ACCREDITATION AND WHY IS IT SO IMPORTANT?

Accreditation by SACSCOC means that the institution has:

- a mission appropriate to higher education;
- resources, programs, and services sufficient to accomplish and sustain its mission;
- clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers; and that it is successful in assessing its achievement of these objectives and demonstrating improvements.

WHAT IS SACSCOC?

SACSCOC is a regional accrediting body for institutions of higher education in 11 Southern states - Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia - and some international institutions. In addition to ensuring that each accredited institution operates with integrity and delivers quality programs to meet the needs of students, SACSCOC maintains a strong voice to influence legislation and regulations that impact member institutions. The Commission has a commitment to the peer review process, institutional integrity, quality enhancement, continuous improvement, and student learning.

WHAT IS INVOLVED IN REAFFIRMATION?

The SACSCOC *Principles of Accreditation* requires institutions to demonstrate compliance with over 90 standards that focus on goals and outcomes as measures of institutional effectiveness. The *Principles* are based on four key elements:

1. Peer review
2. Institutional integrity
3. Continuous improvement
4. Focus on student learning

In order to demonstrate compliance of the 90+ required standards, we submitted a Compliance Certification Report. A Quality Enhancement Plan (QEP) was also submitted, which provides a focused plan for enhancing an area at the University that will impact student learning.

WHAT IS NSU's QEP?

NSU has chosen enhancing student writing—"Write from the Start"—as its topic. The primary goal of the QEP is to improve student writing through the provision of enhanced writing resources for all students, regardless of degree level, college, learning format, or location. The University will offer a variety of writing support programs to students and faculty through a centralized NSU Write from the Start Writing and Communication Center.

The center will:

1. offer general writing assistance to all NSU students,
2. facilitate an expanded undergraduate Writing Fellows program,
3. provide graduate student writing workshops and events,
4. offer faculty support for teaching discipline-specific writing, and
5. develop online writing resources.

HOW MAY I ACCESS THE COMPLIANCE CERTIFICATION REPORT IN COMPLIANCE ASSIST?

1. Please go to <https://nova.compliance-assist.com>
2. Login with your NSU Credentials
3. Click on the Accreditation link to your left
4. Choose **SACSCOC**
5. Click on either the Reaffirmation of Accreditation or the Focused Report option on the top
6. Choose from the list of standards you wish to view.

WHAT ARE THE LIST OF STANDARDS THAT WILL BE REVIEWED BY THE ON-SITE REVIEW COMMITTEE

Standard	Description
2.7.3	In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)
2.8	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications (Faculty)
2.10	The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student Support Services)

3.2.8	The institution has qualified administrative and academic officers with the experience and competence to lead the institution. (Qualified administrative/academic officers)
3.3.1	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness) *3.3.1.1 educational programs, to include student learning outcomes
3.4.3	The institution publishes admissions policies consistent with its mission. (Admissions policies)
3.4.11	For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)
3.10.2	The institution audits financial aid programs as required by federal and state regulations. (Financial aid audits)
3.11.3	The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (Physical facilities)

3.13.1	<p>Accrediting Decisions of Other Agencies"</p> <p>Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.</p> <p>Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.</p>
3.13.3	<p>"Complaint Procedures Against the Commission or Its Accredited Institutions"</p> <p>Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.</p> <p>Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution</p>
3.13.4A	<p>Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.</p> <p>Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.</p>

3.13.5A	<p>Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.</p> <p>Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus-the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.</p>
4.1	The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)
4.2	The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)
4.3	The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)
4.4	Program length is appropriate for each of the institution's educational programs. (Program length)
4.5	The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.") (Student complaints)
4.6	Recruitment materials and presentations accurately represent the institution's practices and policies. (Recruitment materials)
4.7	The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.) (Title IV program responsibilities)

4.8	<p>An institution that offers distance or correspondence education documents each of the following: (Distance and correspondence education)</p> <p>4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification .</p> <p>has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.</p> <p>has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.</p>
4.9	<p>The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See the Commission policy "Credit Hours.") (Definition of credit hours)</p>