

HOW A
**FACULTY ACTIVITY
REPORTING SOLUTION**

helps with

SACS ACCREDITATION



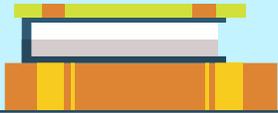


TABLE OF CONTENTS



INTRODUCTION	3
CHAPTER 1	
Overview: SACS Accreditation Process	4
CHAPTER 2	
Meeting the Challenge of SACS Reporting Head On.....	7
CHAPTER 3	
Transform SACS Reporting with a Faculty Activity Reporting Solution.....	9
CONCLUSION	11
ABOUT DIGITAL MEASURES	11



INTRODUCTION



SACS-COC (Southern Association of Colleges and Schools Commission on Colleges) accreditation is a foundational part of every southern university that falls within its boundaries, and is thus very important to higher educational institutions, their faculty, staff and students. Attaining accreditation by SACS demonstrates a necessary, serious commitment to critical, ongoing performance improvements.

That said, SACS accreditation comes with specific reporting requirements. Universities must aggregate data into a complex Faculty Roster and submit it to SACS for review, which is no simple task. The ability to report this type of information in an accurate and timely manner is vital to the goal of maintaining SACS accreditation. To successfully manage the complicated reporting process, campus administrators require streamlined access to accurate and complete data on their faculty members' activities and qualifications — however, they often lack this access today.

Preparing a Faculty Roster requires aggregating teaching, research and service activity information for every faculty member. This is the same information universities ask for eight to 12 times per year already for processes such as promotion and tenure, annual faculty reviews and professional accreditation. Faculty members and department chairs must amass this information each time a new reporting need arises. This one-off request process becomes exhausting, fast.

To make faculty and staff's lives easier, many universities are shedding their reliance on manual data collection and individual information requests in favor of a centralized system of faculty activity data management and reporting, popularly known as a faculty activity reporting solution. In this eBook, we will detail the common data management challenges associated with SACS accreditation and Faculty Rosters, and discuss how a faculty activity reporting solution can help institutions overcome these challenges not only effectively, but efficiently.

CHAPTER 01

Overview: SACS ACCREDITATION PROCESS

A SAMPLE FACULTY ROSTER

The Faculty Roster below shows the extreme detail required to justify how each instructor is qualified to teach a course. For SACS accreditation, Faculty Rosters must include each full-time and part-time faculty member at the university. On top of that, multiple people within the institution must agree on the content, including the instructor, department chair and dean. The paper-based process that's used today is painstakingly slow and inefficient for all parties involved.

Faculty must meet a specific set of credentials and disciplines, determined by the university, to be qualified to teach each course. These are the requirements for the Anthropology courses taught by John Doe, the professor listed in the Faculty Roster below.

Qualifying Credentials

Master's degree in anthropology or a master's degree with at least 18 graduate semester hours in any combination of the qualifying disciplines.

Qualifying Disciplines

- Anthropology
- Archaeology
- Cultural Anthropology
- Physical Anthropology
- Social Anthropology

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
Doe, John	ANTH 110 Intro to Anthropology - Fall, 2014	Ph D - Anthropology, Univ. of Kansas, 1991; MA - Anthropology, Univ. of Kansas 1986	Recipient of Cultural Anthropology Scholars Award, 1998; The purpose of this reward is to help cultural anthropologists upgrade their methodological skills by learning a specific analytical technique which will improve their research abilities.
	ANTH 413 Human Life Cycle - Spring, 2015	MA - Anthropology, Univ. of Kansas, 1991; MA - Anthropology, Univ. of Kansas, 1986	
	ANTH 417 Language and Culture - Fall, 2014	Ph D - Anthropology, Univ. of Kansas, 1991; MA - Anthropology, Univ. of Kansas, 1986	
	ANTH 418 Anthropology Capstone - Fall, 2014	Ph D - Anthropology, Univ. of Kansas, 1991; MA - Anthropology, Univ. of Kansas, 1986	
	ANTH 513 Human Life Cycle (Graduate) - Spring, 2015	Ph D - Anthropology, Univ. of Kansas, 1991; MA - Anthropology, Univ. of Kansas, 1986	

CHAPTER 01

Overview: SACS ACCREDITATION PROCESS *continued*

Based on the Principles of Accreditation, the SACS Commission on Colleges will evaluate an institution by whether it meets a specific set of requirements. Then, a review team subsequently makes accreditation decisions by evaluating compliance with:

- 1 The Principle of Integrity;
- 2 Core Requirements;
- 3 Comprehensive Standards;
- 4 Additional Federal Requirements; and
- 5 Policies of the Commission on Colleges.

Specifically, Section 3: Comprehensive Standards outlines extensive requirements that each university pursuing SACS accreditation or reaccreditation must meet. These requirements cover the following topics:

- 1 Institutional mission, governance and effectiveness;
- 2 Programs;
- 3 Resources; and
- 4 Institutional responsibility for Commission policies.

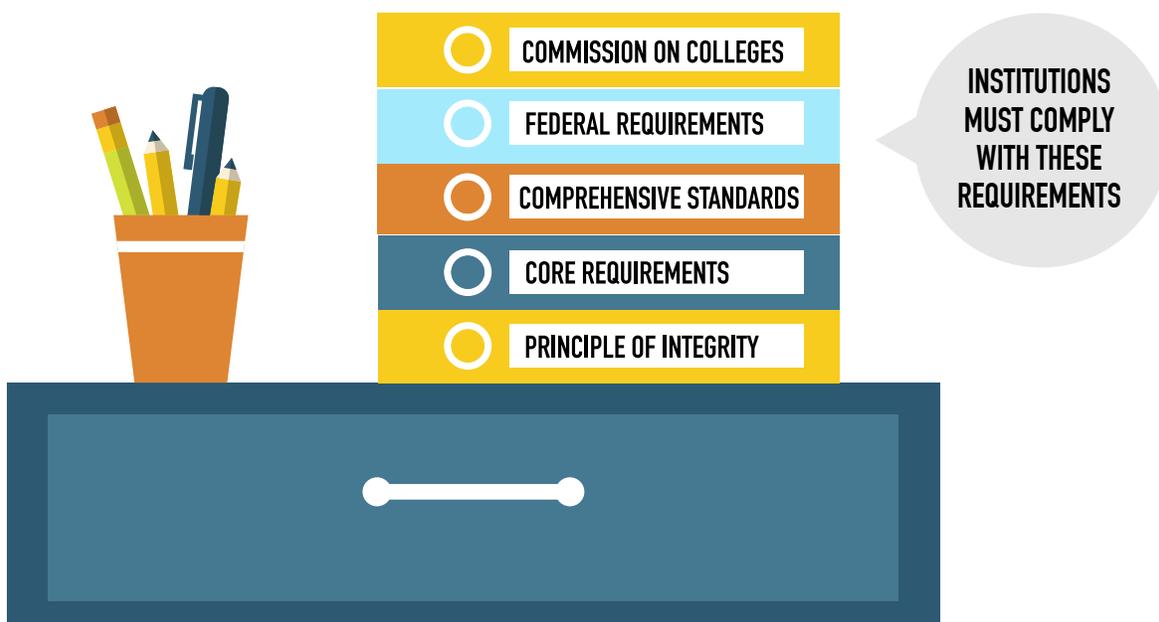
CHAPTER 01

Overview: SACS ACCREDITATION PROCESS *continued*

If an institution is found to be in violation of these requirements, they're placed on sanction. Both types of sanctions, Warning and Probation, are detrimental to a university's attempt to maintain SACS accreditation. During a sanction, universities are monitored for six or 12 months; reporting practices are watched closely and an additional report is required at the end of monitoring. Sanctions place additional administrative burdens on universities and makes the accreditation process even more complex.

Even worse than the administrative burden is the affect a sanction has on a university's reputation. Sanction information is available to the public, so when a university is placed on sanction it has a negative impact on many university processes, including recruiting students, faculty, funding and more.

It's important to understand the reporting challenges that a university faces during the SACS accreditation process and thoroughly prepare. Refer to the [Principles of Accreditation: Foundations for Quality Enhancement](#) overview for a more in-depth summary of these requirements.



CHAPTER 02

MEETING THE CHALLENGE OF SACS REPORTING HEAD ON

Universities typically face several key challenges associated with intensive SACS reporting requirements, specifically, the Faculty Roster. Aggregating data into this report takes administrators a significant amount of time and energy. In regard to the Faculty Roster, administrators face many challenges:



TIME CONSUMING, MANUAL DATA COLLECTION AND REPORTING

Currently, most universities don't keep faculty activity data in a central location. Instead, administrators reach out to faculty members each time this information is required. Not only does this slow down data collection to a crawl, it makes data aggregation and reporting exhausting. University administrators frequently find themselves manually scrambling to assemble data for crucial reports, such as the Faculty Roster.



RESISTANCE AND FRUSTRATION FROM FACULTY

Universities that rely on various documents to store faculty activity data must continuously reach out with individual data requests. Providing the same information over and over in different formats leaves your faculty frustrated and feeling as though they've wasted valuable time.

CHAPTER 02

MEETING THE CHALLENGE OF SACS REPORTING HEAD ON

continued



LACK OF STANDARDIZATION FOR DATA SUBMISSION

Your university likely has a manual process to request faculty information. The problem is this: while you might send a standard email to request information, each faculty member responds in a completely different way, pulling information from a CV, past reports or another document. Faculty activity information is therefore extremely difficult to process and aggregate into reports like the Faculty Roster. This results in information that's often misunderstood, undercounted or inaccurate.



INEFFICIENT USE OF KEY ADMINISTRATORS' TIME

Accreditation is mission-critical for universities. Because of the importance of this process, repetitive tasks such as the one mentioned above, aggregating information into Faculty Rosters, fall on the shoulders of key administrators. That means senior administrators with already-full plates spend their time counting information then assembling it into report templates, rather than completing other important tasks.

The general impact of the obstacles associated with reporting for these standards leaves institutions to deal with an unwanted outcome: they must spend countless hours collecting and summarizing SACS-related data, like that required to generate a Faculty Roster. This is unacceptable for a school that wants to streamline processes and record accurate data, as well as generate accurate reports, especially when it comes to SACS accreditation.

TRANSFORM SACS REPORTING WITH A FACULTY ACTIVITY REPORTING SOLUTION

Savvy university administrators are taking advantage of a faculty activity reporting solution to create accurate SACS Faculty Rosters. Centralized reporting decreases the burden on administrators, department chairs and faculty by streamlining the process of producing useful reports, tables and analyses that support ongoing improvements in support of accreditation. This enables administrators to focus on analyzing reports for proactive purposes rather than wasting time aggregating information into reports.



AUTOMATED & ACCURATE FACULTY ROSTERS

A proper faculty activity reporting solution automates the process of generating Faculty Rosters and, as a result, universities can leverage the system to prepare these reports.

Ideally, a faculty activity reporting solution will come with a pre-configured Faculty Roster and automatically pull from the data elements already residing within the system to prepare a complete roster. The reports should include a designated space for narrations to explain why a degree from one subject area qualifies a faculty member for practice in other areas, or how professional experience qualifies a faculty member to teach.

Most important, however, is the time automated Faculty Rosters save a university pursuing SACS accreditation. Implementing a faculty activity reporting solution creates efficient processes around the accreditation process and mitigates time-consuming, repetitive tasks from burdening faculty and staff.

CHAPTER 03

TRANSFORM SACS REPORTING WITH A FACULTY ACTIVITY REPORTING SOLUTION *continued*

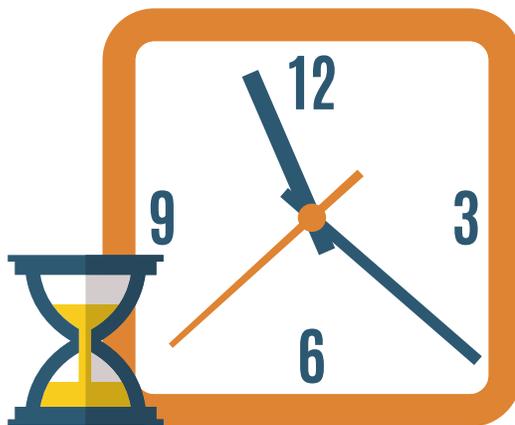


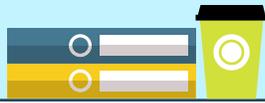
A BETTER CV

A faculty activity reporting solution also streamlines the process of keeping a CV up to date. Faculty use it as a repository to record their activities as they occur over time. This eliminates the need for faculty members to scramble to update their CV and associated documents during the accreditation process, or any other time this information is required. The system can automatically populate the CV and any related reports with data entered just once into the faculty activity reporting solution.

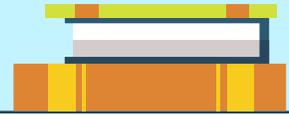
The ability to manage and update CV data quickly will lead your faculty members to maintain their CVs within a centralized database. This enables information to be placed into the hands that need it quickly and efficiently, without wasting both faculty and administrative time.

**A FACULTY ACTIVITY REPORTING SOLUTION
MITIGATES TIME-CONSUMING, REPETITIVE TASKS**





CONCLUSION



Creating SACS Faculty Rosters Has Never Been Easier

Implementing a faculty activity reporting solution for tracking and reporting faculty activities helps universities efficiently make the best case possible for SACS accreditation. A faculty activity reporting solution provides universities with customized data collection fields, reporting templates and reports configured just for their unique processes and desired outputs.

Today, a growing number of universities leverage faculty reporting to help them succeed with SACS accreditation.

In doing so, these institutions:

- 1 Avoid time-consuming, repetitive tasks for faculty and staff;
- 2 Streamline internal systems, saving time;
- 3 Improve the quality of faculty CVs;
- 4 And generate Faculty Rosters that are more accurate and complete than ever before.

ABOUT DIGITAL MEASURES

Digital Measures focuses exclusively on web-based data management and reporting for universities. Activity Insight™, its popular faculty activity reporting solution, is trusted by 60% of the largest 500 universities in the United States and universities in more than 15 countries. The Milwaukee, Wisconsin-based company was founded in 1999.

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