

## Potential Interviews during SACS Visit – Faculty By Position/Role

### Faculty

1. Section II: Institutional Purpose
2. Section III: Institutional Effectiveness
3. Section IV: Educational Program (faculty in representative disciplines)
4. Section V: Educational Support Services – Student Development Services

### Main campus faculty and librarians involved in distance learning activities.

1. Section IV: Educational Program – Distance Learning Activities

### Off-site directors, coordinators, faculty, and librarians

1. Section IV: Educational Program – Distance Learning Activities

### Chair of the Faculty

1. Section III: Institutional Effectiveness
2. Section IV: Educational Program

### Faculty Leadership/Faculty Leaders

1. Section V: Educational Support Services – Library/Learning Resources
2. Section V: Educational Support Services – Intercollegiate Athletics
3. Section VI: Administrative Processes – Organization and Administration
4. Section VI: Administrative Processes – Financial and Physical Resources

### Librarians/Library Staff

1. Section III: Institutional Effectiveness
2. Section V: Educational Support Services – Library/Learning Resources

### Members of the planning and assessment committees (includes faculty members)

1. Section II: Institutional Purpose

### Members of the Institutional Effectiveness Committee (includes faculty members and representatives of Faculty Senate committees)

1. Section III: Institutional Effectiveness

### Members of the Educational Program committee (includes faculty members and representatives of Faculty Senate committees)

1. Section IV: Educational Program

### Members of the Educational Support Services – Library subsection (includes faculty members and representatives of Faculty Senate committees)

1. Section V: Educational Support Services – Library/Learning Resources

### Academic Advisor

1. Section V: Educational Support Services – Student Development Services

### Members of the Educational Support Services – Student Development Services subsection (includes faculty members and representatives of Faculty Senate committees)

1. Section V: Educational Support Services – Student Development Services

### Members of the Educational Support Services – Intercollegiate Athletics subsection (includes faculty members)

1. Section V: Educational Support Services – Intercollegiate Athletics



Members of Administrative Processes – Organization and Administration (includes faculty members and representatives of Faculty Senate committees)

1. Section VI: Administrative Processes – Organization and Administration

Members of Administrative Processes – Financial and Physical Resources (includes faculty members and representatives of Faculty Senate committees)

1. Section VI: Administrative Processes – Financial and Physical Resources



## Potential Interviews during SACS Visit – Faculty By Section

### Section II: Institutional Purpose

1. Faculty
2. Members of the planning and assessment committees (includes faculty members)

*Focus – planning and evaluation procedures and mission – including questions on: roles of governing board and members of university community in development and review of mission and goals; how we apply the mission and goals to activities of the institution; whether or not the self-study thoroughly examines review of institutional purpose...*

### Section III: Institutional Effectiveness

1. Chair of the Faculty
2. Faculty
3. Librarians
4. Members of the Institutional Effectiveness Committee (includes faculty members and representatives of Faculty Senate committees)

*Focus – institutional effectiveness in educational programs, administrative and educational support services, and institutional research – includes questions on: extent to which the institution can demonstrate how it uses the results of its planning and evaluation efforts; to what extent are the unit level plans incorporated into the institution-wide plan and planning process...*

### Section IV: Educational Program

1. Faculty in representative disciplines
2. Librarians
3. Members of the Educational Program committee (includes faculty members and representatives of Faculty Senate committees)

*Focus – undergraduate programs, graduate programs, distance education; continuing studies, outreach and service, student records, faculty credentials, policies and procedures on faculty selection, promotion, advancement, and compensation, graduate teaching assistants, academic freedom, professional growth, faculty loads, role of faculty and committees; consortial relationships and contractual agreements – includes questions on: whether faculty have a clear understanding of unit goals; how educational goals are measured; adequacy of library resources, physical facilities, and computing facilities. Page 47-48 contains a list of questions specific for faculty.*

### Section IV: Educational Program – Distance Learning Activities

1. Main campus faculty and librarians involved in distance learning activities.
2. Off-site directors, coordinators, faculty, and librarians

*Focus – the application of the criteria to distance education – includes questions on: evaluating effectiveness of distance education; why specific academic program was selected for distance education; how often programs are evaluated; role of faculty in development, planning, and evaluation of distance learning programs; adequacy of delivery system and resource materials; equivalency of distance learning quality to on-campus offerings.*

### Section V: Educational Support Services – Library/Learning Resources

1. A significant sampling of faculty leadership
2. Library staff
3. Members of the Educational Support Services – Library subsection (includes faculty members and representatives of Faculty Senate committees)



*Focus – library and learning resources – includes questions on: frequency of evaluation of library to ensure it meets the needs of the users; helpfulness of library staff; policies and procedures used to ensure adequacy and currency of its collections, resources and services.*

#### **Section V: Educational Support Services – Student Development Services**

1. Faculty
2. Academic Advisors
3. Members of the Educational Support Services – Student Development Services subsection (includes faculty members and representatives of Faculty Senate committees)

*Focus – on student development services – includes questions on: the adequacy of academic advising; level of student support services for on- and off-campus students.*

#### **Section V: Educational Support Services – Intercollegiate Athletics**

1. Faculty leaders
2. Members of the Educational Support Services – Intercollegiate Athletics subsection (includes faculty members)

*Focus – intercollegiate athletics relationship to institutional purpose – includes questions on: frequency of intercollegiate athletics program effectiveness; how the institution ensures proper administrative and academic control over its intercollegiate athletics program; does the faculty committee structure have significant influence in the area; whether there is adequate academic advising.*

#### **Section VI: Administrative Processes – Organization and Administration**

1. Faculty leaders
2. Members of the Administrative Processes – Organization and Administration subsection (includes faculty members and representatives of Faculty Senate committees)

*Focus – on organization and administration policies and procedures – includes question on: administrator evaluations; how administrative officers ensure adequate communication within the institution; whether policies established by the governing board are generally known to the faculty and administration.*

#### **Section VI: Administrative Processes – Financial and Physical Resources**

1. Faculty leaders
2. Members of the Administrative Processes – Financial and Physical Resources subsection (includes faculty members and representatives of Faculty Senate committees)

*Focus – on financial and physical resource policies and procedures – includes questions on: the extent to which individuals throughout the institution are made aware of the budget preparation process; extent to which the physical facilities enhance or hinder the educational programs and services; whether budget revisions are communicated to those affected within the institution.*