SACSCOC IN LIBRARIES:
AN EMERGENT DISCUSSION ON
THE REAFFIRMATION PROCESS

Kathleen “Kat” Bell, George Mason University
and
Julene Jones, University of Kentucky

ASERL webinar, May 17, 2022
What stage are you in for your reaffirmation process?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven't started</td>
<td>33%</td>
</tr>
<tr>
<td>Just started</td>
<td>15%</td>
</tr>
<tr>
<td>Working on narrative and documents</td>
<td>30%</td>
</tr>
<tr>
<td>Just submitted self-study</td>
<td>13%</td>
</tr>
<tr>
<td>We’ve had our onsite review</td>
<td>10%</td>
</tr>
</tbody>
</table>
Google Jamboard
ABOUT OUR INSTITUTIONS

- 38K+ students
- 57 librarians + 14 professional staff + 69 classified staff
- 4 campuses, 3 locations across 3 locations for main library, plus Law Library, and Mason Korea locations

- 30K+ students
- 53 librarians + 98 staff
- 1 campus with instruction provided in other off-site locations
- 8 library locations, including Medical Center and Law Libraries
- Currently finalizing Certification Compliance Report
SACSCOC OVERVIEW

HTTPS://SACSCOC.ORG/

https://sacscoc.org/accrediting-standards/
SAMPLE TIMELINE

Class of 2023

Compliance Certification
September 8, 2022

Off-Site Peer Review
November 1-4, 2022

Focused Report
Feb 6, 2023

On-Site Review
March 20-23, 2023

Reaffirmed
December 2023

3 opportunities to demonstrate compliance

Reaffirmation Timeline
Comparing 2012 & 2018 Standards

2012 – 3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff)

2018 – Section 11 Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (Library and learning/information resources) [CR]

11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. (Library and learning/information staff)

11.3 The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources. (Library and learning/information access)
LIBRARY STANDARDS (2018)

- Resources
- Services
- Support university mission

11.1 (CR)

- Adequate staff
- Appropriate education / experience

11.2

Other(s)

- 7.1 Institutional Planning
- 8.2.c Student Success
- 13.7 Facilities
- May have others

11.3

- User privileges
- User access
- Library instruction
IN OUR LIBRARIES…

Facilities
Floor Plans, Square Footage, Study Rooms

Collections
Counts, Expenditures, Consortial Agreements

Assessment, Branch/Off-Site, Distance Ed, Covid Response

Services
Overview, Circulation, ILL, In-Person, On-Demand, Special Departments
### IN OUR LIBRARIES...

<table>
<thead>
<tr>
<th>Adequate number of professional and other staff</th>
<th>Qualifications &amp; professional development of employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation: Organizational Chart; Employee CVs or resumes, descriptions of experience,</td>
<td>position descriptions; Professional development activities / opportunities; Compare staffing figures to peers’</td>
</tr>
</tbody>
</table>

11.2
IN OUR LIBRARIES…

User access & privileges

Regular and timely library instruction

Documentation: user access and privileges by group; operating hours, ER accessibility / limitations. Address both on- & off-campus users

Availability of library instruction; frequency; modes of courses; course guides, tutorials, videos

11.3
“OTHER” STANDARDS

8.2.c: Student Support / Administrative Assessment

- Expected outcomes
- Assessment Plans
- Assessment should be proportional to level of interaction with students

- If information literacy is a General Education outcome, maybe 8.2.b

13.7: Physical facilities

- Library facilities (on-and off-campus)
  - Brief description, proximity, features
  - Renovation history
  - Usage data
  - User feedback
  - May include links to videos, pictures
WHAT WE
LEARNED
TIPS FROM MASON

- Get your ducks in a row before everything starts
  - Position descriptions, CVs, policy updates
- Discuss how your library defines “adequate and appropriate”
- Seek guidance from university to clarify HOW
  - Who will be the main contact for all library locations?
- Know that there will be curveballs
- Have slack in your schedule to focus on SACS
- Let your documentation speak for itself
- Final count (offsite review and focused report) – 50 pages of narrative, 475 pieces of documentation
TIPS FROM UK

(1) Attend SACSCOC conference
(2) Reach out for support, successful examples
(3) SACSCOC resource manual
(4) Gauge institutional philosophy about SACSCOC
(5) Need to have overarching perspective
(6) Too much information isn’t better
(7) Ask SACSCOC consultant to review narrative
(8) May have SACSCOC responsibilities across institution

Current count 11.1-11.3 (compliance report only) – 56 pages of narrative, 522 pieces of documentation
DISCUSSION

THANK YOU!

Kat Bell  
kbell9@gmu.edu

Julene Jones  
julene.jones@uky.edu