



**BOARD MEETING**

Austin Peay State University

317 College Street

Clarksville, TN 37040

September 16, 2022

10:30am or at the conclusion of the Audit Committee Executive Session, whichever is later

Call to Order

Roll Call/Declaration of a Quorum

Adoption of Agenda

A.Consent Agenda

i.Consideration of Revisions to Policy 1:024 Board of Trustees Delegation of Authority

Approval of Minutes

Campus Spotlight - Student Health and Wellness

Action Items

A.Academic Affairs Committee Report and Recommendations

i.Tenure upon Appointment - Dr. Buzz Hoon

B.Audit Committee Report and Recommendations

C.Business and Finance Committee Report and Recommendations

D.Executive Committee Report and Recommendations

i.Consideration of the Institutional Mission Profile Statement

ii.Consideration of the President's Performance Evaluation and Incentive Plan for Fiscal Year 2022-2023

iii.Election of Board Officer(s)

E.Student Affairs Committee Report and Recommendations

i.Consideration of Revisions to the Student Trustee Selection Process

#### Information Items

A.SACSCOC Decennial Reaffirmation Overview

B.Health Professions Building Update

C.President's Report

D.President's Interim Items

i.Review of Contracts and Agreements

ii.Review of State Building Commission Actions

Adjourn

**Austin Peay State  
University**

**Board of Trustees Delegation of Authority**

**Issued:** ~~September 16, 2022~~ ~~June 10, 2022~~

**POLICIES**

**Responsible Official:** Vice President for Legal Affairs &  
Organizational Strategy

**Responsible Office:** Legal Affairs

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**Policy Statement**

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The Austin Peay State University Board of Trustees (“Board”) is vested with the power and authority to govern Austin Peay State University (University). The Board reserves to itself certain powers and authority, and may delegate authority as provided for in state law, the Board Bylaws and as set forth in Board or University policy.

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**Purpose**

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The purpose of this policy is to enumerate such powers and duties that it holds and to enumerate those powers and duties that the Board chooses to delegate to the President.

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**Procedures**

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**Powers and Duties of the  
Board**

The Board reserves to itself all authority necessary to carry out its legal and fiduciary duties and responsibilities, to include the authority to set the overall direction of the Institution. The Board shall exercise its authority consistent with state law, and Board and University policies.

No authority that the Board reserves to itself shall be exercised by any other person or body unless expressly authorized by Board policy or directive. The Board shall retain authority over matters unless otherwise specified as a delegation to the President. The Board’s powers and duties are expressly stated in its Bylaws to include the following:

- A. Determine the mission of the University and ensure that the mission is kept current and aligned with the goals of Tennessee’s master plan for public higher education;

- B. Select and employ the chief executive officer of the University and to confirm the appointment of administrative personnel, faculty, and other employees of the University and their salaries and terms of office;
- C. Prescribe curricula and requirements for diplomas and degrees in cooperation with the TN Board of Regents, University of Tennessee Board of Trustees, and other state university boards in the interest of maintaining alignment across state higher education;
- D. Approve the operating budget and set the fiscal policies for the University and its programs;
- E. Establish policies and regulations regarding the campus life of the University, including, but not limited to, the conduct of students, student housing, parking, and safety;
- F. Grant tenure to eligible members of the faculty upon the recommendation of the President;
- G. Assume general responsibility for the operation of the University, delegating to the President such powers and duties as are necessary and appropriate for the efficient administration of the University and its programs;
- H. Receive donations of money, securities, and property from any source on behalf of the University, which gifts shall be used in accordance with the conditions set by the donor;
- I. Purchase land, condemn land, erect buildings, and equip buildings for the University, subject to the requirements of the State Building Commission and the terms and conditions of legislative appropriations, costing more than \$500,000;
- J. Provide insight and guidance to the University's strategic direction and charge the President with leading the strategic planning process;
- K. Ensure the University's fiscal integrity; oversee the University's financial resources and other assets; review and approve annual University budgets; and preserve and protect the University's assets for posterity;

- L. Ensure and protect, within the context of faculty shared governance, the educational quality of the University and its academic programs; and preserve and protect the University's autonomy, academic freedom, and the public purposes of higher education;
- M. Refrain from directing the day-to-day management and administration of the University, which is the responsibility of the President of the University; and from directing or interfering with any employee, officer, or agent under the direct or indirect supervision of the President;
- N. Act as a body with no individual member speaking for the Board unless specifically authorized to do so by the Board; and
- O. Exercise such other powers, not otherwise prescribed by law, that are necessary to carry out its statutory duties.

**Delegation to the President** The President shall be the chief executive officer of the University. Subject to the ultimate authority of the Board, the President is delegated the authority necessary and appropriate for the efficient administration of the University and its programs, including the establishment of policies and procedures for the educational programs and operations of the University, except where the Board has reserved specific authority pursuant to the Bylaws and this policy as enumerated above. The discretionary powers of the President shall be sufficiently broad to enable him/her to discharge these responsibilities.

Unless otherwise restricted by specific Board policies or directives, the President may delegate general executive management and administrative authority to other executive officers and employees as necessary and prudent, including authority to execute contracts and other legal documents. The President may condition, limit, or revoke any presidential authority so delegated. All delegations and revocations shall be in writing, name the position to whom such authority is delegated, describe the scope and limitations of such authority, and prescribe the extent to which such authority may be further sub-delegated. Notwithstanding any delegation, the President remains responsible for the proper functioning of the University.

The President shall carry out all rules, orders, directives, and policies established by the Board, and shall approve and

implement all other policies and standards for the management of the University.

The organizational structure of the University will be established by the President except as otherwise specifically determined by the Board.

The President shall notify the Board of any matter that significantly involves the authority and role of the Board, including its fiduciary, oversight and public accountability responsibilities.

The President is authorized to negotiate and execute contracts on behalf of the University, including the aggregation of all contract extensions and renewals. The President shall create opportunities for competitive bids through public advertisement only for contracts which will total \$50,000 or more. The authorities of this paragraph may be delegated further by President.

The President is authorized to name identifiable sub-units or components of campus facilities.

The President may hire all employees of the University and, within budgetary limitations, fix their salaries, and approve promotions, transfers, leaves of absence, and removal of personnel pursuant to the requirements of APSU policies and subject to such prior approval or confirmation as the Board may require. The President is authorized to further delegate appointing authority to the Vice Presidents or other designees.

The President shall have the authority to negotiate banking and credit card services to periodically open and close bank accounts and to purchase and sell investments. The President may delegate this authority to other administrative officers.

The President is authorized to act for the Board regarding all matters concerning grants and contracts for research, development, service and training.

The President is authorized to act for the Board in the management of the student body and other matters incident thereto, except for the establishment of rules and policies regarding student conduct.

The President is authorized to establish a reserve officers training corps unit, to execute and deliver bond, with or without surety, in

such manner and on such terms and conditions as may be required by the United States, for the care and safekeeping of the transportation, animals, arms, ammunition, supplies, tentage, and equipment that may be necessary or desirable for the operation, conduct and training of any reserve officers training corps units of the armed forces of the United States authorized by law at any time.

The President is authorized to act for the Board regarding the execution and administration of instruments and the general business and financial affairs of the University that occur in the usual course of business except as otherwise provided in the Board Bylaws.

The President is authorized to purchase land, condemn land, erect buildings, and equip buildings for the University, subject to the requirements of the State Building Commission and the terms and conditions of legislative appropriations, costing less than \$999,999.99. The President is also authorized to approve the acquisition or disposal of real property for the University, subject to other approvals that may be required.

The President is authorized to act for the Board regarding all legal action necessary to protect the interests of the University.

In the event of an emergency or in the event immediate action is in the best interests of the University, the President, after consultation with the Board Chair, is authorized to act, pursuant to authority otherwise available but for this Delegation of Authority.

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### Revision Dates

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[APSU 1:024 – Rev.: September 16, 2022](#)

APSU 1:024 – Rev.: June 10, 2022

APSU 1:024 – Rev.: June 8, 2018

APSU Policy 1:024 – Issued: March 30, 2017

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### Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs
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**Approved**

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President: signature on file

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**Austin Peay State  
University**

**Board of Trustees Delegation of Authority**

**POLICIES**

**Issued:** September 16, 2022

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Organizational Strategy

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**Approved**

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President: signature on file

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Board Meeting Minutes		
6/10/2022	11:04 a.m.	317 College Street Clarksville, TN 37040
Meeting Type	Board Meeting	
Notetaker	Lenora Parks/Sharon Silva	
Attendees	Trustees	Present (Y/N)
	Mr. Billy Atkins	Y
	Ms. Elaine Berg	Y
	Ms. Katherine Cannata	Y
	Ms. Molly Howard (non-voting)	Y
	Mr. Don Jenkins	Y
	Dr. Valencia May	Y
	Ms. Keri McInnis	Y
	Brig. Gen. Robin Mealer	Y
	Mr. Mike O'Malley	Y
	Dr. Phil Roe	Y
	University Staff	
	Dr. Michael Licari, President	Y
	Dr. Maria Cronley, Provost	Y
	Dr. Carol Clark, Secretary to the Board	Y
	Ms. Dannelle Whiteside, Vice President for Legal Affairs & Organizational Strategy	Y (via Zoom)
Call to Order		

Discussion	
Trustee Atkins called the meeting to order at 11:04 a.m.	
<b>Roll Call/Declaration of a Quorum</b>	
Discussion	
Dr. Carol Clark, secretary to the board, called the roll.	
Trustee Atkins stated there was a quorum.	
<b>Adoption of Agenda</b>	
Discussion	
Trustee Atkins informed the board that there were items for consideration on the consent agenda and asked if the trustees wished to extract any items. They did not.	
Conclusions	
Trustee Atkins moved for the adoption of the agenda, including the consent agenda items. Trustee Mealer seconded the motion.	
A voice vote was taken, and the motion carried unanimously with nine trustees voting yes.	
<b>Approval of Minutes</b>	
Discussion	
Trustee Atkins stated that the minutes for the March 18, 2022, board meeting were circulated in advance. Trustee Atkins asked if there were any corrections or additions to the minutes. There were none.	
Conclusions	
Trustee McInnis moved to approve the minutes as written. Trustee Cannata seconded the motion.	
A voice vote was taken, and the motion carried unanimously with nine trustees voting yes.	
<b>Campus Spotlight – Housing, Residence Life and Dining Services</b>	
Discussion	
Trustee Atkins recognized President Licari to introduce Joe Mills, assistant vice president for student affairs. Mills provided a presentation on Housing, Residence Life and Dining Services. Mills stated the area is an auxiliary unit of APSU and self-	



supportive with a budget of \$ 11.5 million. There are 1,800 beds in 11 residence halls totaling 745,000 square feet. All first-time freshmen must live on campus unless living with a parent or guardian. Mills provided a comparison to the off-campus housing market. On campus housing offers a 10-month contract as opposed to a 12-month contract. Residents may stay in campus housing over winter break. Mills informed the board that effective July 1, the dining services vendor will be Sodexo. The previous bookstore space will be built out into a food hall and renovations will be made to the food court in the Morgan University Center.

#### **Action Item A - Academic Affairs Committee Report and Recommendations**

Discussion	
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Trustee May reported on the actions of the Academic Affairs Committee at the June 10 meeting.

The committee approved the minutes for the March 18, 2022, committee meeting.

The committee reviewed and approved the following action items which were approved on the board's consent agenda:

- Termination of the Nurse Educator Certificate
- Termination of the Family Nurse Practitioner
- Termination of the Professional Education Research Certificate

There were no additional action items.

Provost Cronley presented one information item – a Fall 2022 admissions and enrollment update.

#### **Action Item B - Student Affairs Committee Report and Recommendations**

Discussion	
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Trustee McInnis reported on the actions of the Student Affairs Committee at the June 10 meeting.

The committee approved the minutes for the March 18, 2022, committee meeting.

There were no action items.

#### **Action Item C - Executive Committee Report and Recommendations**

Discussion	
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Trustee Atkins reported on the action of the Executive Committee at the June 10 meeting.

The committee approved the minutes for the March 18, 2022, Executive Committee meeting.

The committee reviewed and approved the following action items, which were approved on the board's consent agenda:

- Policy 1:001 Conflict of Interest
- Policy 1:024 Board of Trustees Delegation of Authority

The committee also reviewed and approved five action items needing consideration of the board:

- Amendment to Traffic and Parking Regulations Permanent Rule
- Use of Unmanned Aircraft Systems Permanent Rule
- President's Performance Evaluation and Incentive for Fiscal Year 2021-2022
- President's Base Compensation for Fiscal Year 2022-2023
- President's Performance Evaluation and Incentive Plan for Fiscal Year 2022-2023

### **C.i. Amendment to Traffic and Parking Regulations Permanent Rule**

#### **Discussion**

By direction of the Executive Committee, Trustee Atkins moved to approve the amended Traffic and Parking Regulations Permanent Rule, including authorizing the president and his designees to make any technical or minor corrections to this rule, including changes required by the Attorney General's Office or Government Operations Committee after review.

#### **Conclusions**

Hearing no discussion, a roll call vote was taken, and the motion carried unanimously with nine trustees voting yes.

Billy Atkins:	Yes
Elaine Berg:	Yes
Katherine Cannata:	Yes
Molly Howard:	NV
Don Jenkins:	Yes
Valencia May:	Yes
Keri McInnis:	Yes
Robin Mealer:	Yes
Mike O'Malley:	Yes
Phil Roe	Yes

Discussion																					
<b>C.ii. Use of Unmanned Aircraft Systems Permanent Rule</b>																					
Discussion																					
<p>By direction of the Executive Committee, Trustee Atkins moved to approve the Use of Unmanned Aircraft Systems Permanent Rule, including authorizing the president and his designees to make any technical or minor corrections to the rule, including changes required by the Attorney General's Office or the Government Operations Committee after review.</p>																					
Conclusions																					
<p>Hearing no discussion, a roll call vote was taken, and the motion carried unanimously with nine trustees voting yes.</p> <table border="1"> <tr><td>Billy Atkins:</td><td>Yes</td></tr> <tr><td>Elaine Berg:</td><td>Yes</td></tr> <tr><td>Katherine Cannata:</td><td>Yes</td></tr> <tr><td>Molly Howard:</td><td>NV</td></tr> <tr><td>Don Jenkins:</td><td>Yes</td></tr> <tr><td>Valencia May:</td><td>Yes</td></tr> <tr><td>Keri McInnis:</td><td>Yes</td></tr> <tr><td>Robin Mealer:</td><td>Yes</td></tr> <tr><td>Mike O'Malley:</td><td>Yes</td></tr> <tr><td>Phil Roe</td><td>Yes</td></tr> </table>		Billy Atkins:	Yes	Elaine Berg:	Yes	Katherine Cannata:	Yes	Molly Howard:	NV	Don Jenkins:	Yes	Valencia May:	Yes	Keri McInnis:	Yes	Robin Mealer:	Yes	Mike O'Malley:	Yes	Phil Roe	Yes
Billy Atkins:	Yes																				
Elaine Berg:	Yes																				
Katherine Cannata:	Yes																				
Molly Howard:	NV																				
Don Jenkins:	Yes																				
Valencia May:	Yes																				
Keri McInnis:	Yes																				
Robin Mealer:	Yes																				
Mike O'Malley:	Yes																				
Phil Roe	Yes																				
<b>C.iii. President's Performance Evaluation and Incentive for Fiscal Year 2021-2022</b>																					
Discussion																					
<p>Trustee Atkins stated that President Licari asked to step out of the meeting during the discussion of this agenda item. Trustee Atkins reported that during the Executive Committee meeting, Vice Chair Jenkins presented an overview of the President's Performance Evaluation and a recommendation that President Licari qualified for an incentive for fiscal year 2021-2022.</p> <p>By direction of the Executive Committee, Trustee Atkins moved that the board award a 4% incentive, in the amount of \$13,800, to President Licari for fiscal year 21-22.</p>																					
Conclusions																					

Hearing no discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.

#### **C.iv. President's Base Compensation for Fiscal Year 2022-2023**

Discussion

By direction of the Executive Committee, Trustee Atkins moved that President Licari's base salary be increased to \$375,000 for fiscal year 2022-2023 to keep in line with the median of the other LGI presidents.

Conclusions

Hearing no discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.

#### **C.v. President's Performance Evaluation and Incentive Plan for Fiscal Year 2022-2023**

Discussion

By direction of the Executive Committee, Trustee Atkins moved that the consideration of the President's Performance Evaluation and Incentive Plan for Fiscal Year 2022-2023 be deferred to the September meeting to allow for time to develop a plan based on the University's new strategic plan.

Conclusions

Hearing no discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.

President Licari returned to the meeting before discussion began on the next agenda item.

#### **Action Item D - Business and Finance Committee Report and Recommendations**

Trustee Jenkins reported on the actions of the Business and Finance Committee at the June 10 meeting.

The committee approved the minutes for the March 18, 2022, committee meeting.

The committee considered and approved three action items needing consideration of the board:

- Tuition and Mandatory Fees for the 2022-2023 Academic Year

- The Estimated Budget for the 2021-2022 Fiscal Year and Proposed Budget for the 2022-2023 Fiscal Year
- Capital Outlay and Maintenance Requests for the 2023-2024 Fiscal Year

The committee reviewed one information item, the University's organizational chart.

#### **D.i. Tuition and Mandatory Fees for the 2022-2023 Academic Year**

Discussion

By direction of the Business and Finance Committee, Trustee Jenkins moved to approve the Tuition and Mandatory Fees for the 2022-2023 Academic Year. Trustee Jenkins noted the proposed fees reflect zero increases from last year.

Conclusions

Hearing no discussion, a roll call vote was taken, and the motion carried unanimously with nine trustees voting yes.

Billy Atkins:	Yes
Elaine Berg:	Yes
Katherine Cannata:	Yes
Molly Howard:	NV
Don Jenkins:	Yes
Valencia May:	Yes
Keri McInnis:	Yes
Robin Mealer:	Yes
Mike O'Malley:	Yes
Phil Roe	Yes

#### **D.ii. Estimated Budget for the 2021-2022 Fiscal Year and Proposed Budget for the 2022-2023 Academic Year**

Discussion

By direction of the Business and Finance Committee, Trustee Jenkins moved to approve the Estimated Budget for the 2021-2022 Fiscal Year and Proposed Budget for the 2022-2023 Fiscal Year.

Conclusions

Hearing no discussion, a roll call vote was taken, and the motion carried unanimously with nine trustees voting yes.

Billy Atkins:	Yes
Elaine Berg:	Yes
Katherine Cannata:	Yes
Molly Howard:	NV
Don Jenkins:	Yes
Valencia May:	Yes
Keri McInnis:	Yes
Robin Mealer:	Yes
Mike O'Malley:	Yes
Phil Roe	Yes

### **D.iii. Consideration of the Capital Outlay and Maintenance Requests for the 2023-2024 Fiscal Year**

#### **Discussion**

By direction of the Business and Finance Committee, Trustee Jenkins moved to approve the Capital Outlay and Maintenance Requests for the 2023-2024 Fiscal Year.

#### **Conclusions**

Hearing no discussion, a roll call vote was taken, and the motion carried unanimously with nine trustees voting yes.

Billy Atkins:	Yes
Elaine Berg:	Yes
Katherine Cannata:	Yes
Molly Howard:	NV
Don Jenkins:	Yes
Valencia May:	Yes
Keri McInnis:	Yes
Robin Mealer:	Yes
Mike O'Malley:	Yes
Phil Roe	Yes

### **Action Item E - Audit Committee Report and Recommendations**

#### **Discussion**

Trustee Mealer reported on the actions of the Audit Committee at the June 10 meeting.

The committee approved the minutes from the March 18, 2022, Audit Committee meeting and executive session.

The committee also reviewed and approved the FY2023 Internal Audit Plan.

The committee heard presentations on the following information items:

- Internal Audit Reports issued between Feb. 19, 2022, and May 10, 2022, with a list of outstanding audit recommendations
- Internal Audit Quality Assessment and Improvement Program
- Overview of recently completed external audits

#### **Action Item F.i. Strategic Plan Presentation and Approval**

##### **Discussion**

Trustee Atkins called on Dannelle Whiteside, vice president for legal affairs and organizational strategy, and Provost Maria Cronley to provide a presentation on the 2022-2027 Strategic Plan, Experience Austin Peay.

Whiteside provided a brief description of the process that was utilized to revise the mission and vision statement and to create a statement of values and noted that those items were approved by the board at the December 2021 meeting. In January 2022, the Strategic Planning Committee began to develop proposed pillars, goals and objectives for the plan, soliciting feedback from stakeholders throughout the process.

Whiteside identified and discussed the four pillars of the plan – the academic experience, the student experience, the employee experience and the community experience – and referred the trustees to the print copy of the strategic plan to read the goals associated with each pillar.

The five-year plan spans to 2027, the 100<sup>th</sup> year of APSU. Tactical planning will begin in the fall with units working to align their goals with the plan and to define key performance indicators. A dashboard will be utilized to track progress on the goals.

Whiteside shared the new tagline that will accompany the new strategic plan: “Experience Change. Experience Community. Experience Compassion.” Whiteside thanked the University Strategic Planning Committee, Dr. Kat Bailey and other campus members who were involved in the process.

Cronley provided an overview of the Strategic Enrollment Management (SEM) Plan, which is being developed by the SEM Subcommittee of the Academic Affairs Master

Planning Committee. Cronley shared the five goals of the SEM Plan and noted that this is a data-driven process. Work on this plan will continue this fall.	
Conclusions	
<p>Trustee Cannata moved to approve the 2022-2027 Strategic Plan. Trustee May seconded the motion.</p> <p>Hearing no discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.</p>	
<b>Action Item F.ii. APSU Board of Trustee Awards</b>	
Discussion	
<p>Trustee Atkins called on Vonda St. Amant, assistant executive director of University Advancement, to provide information on this agenda item.</p> <p>Trustee Atkins asked for a motion to approve the following awards:</p> <ul style="list-style-type: none"> <li>• George and Sharon Mabry as the Gavs Who Lead Through Service recipients</li> <li>• Yolonda Williams as the Gavs Who Lead Through Military Service recipient</li> <li>• Tom Kane as the APSU Philanthropist of the Year</li> </ul>	
Conclusions	
<p>Trustee O'Malley moved to approve the awards. Trustee Roe seconded the motion.</p> <p>Trustee McInnis asked how and when awards are presented to the recipients. Trustee May expressed appreciation to the proposed award recipients.</p> <p>Hearing no further discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.</p>	
<b>Action Item F.iii. Naming Request for the Ron and Andrea Morton Family Track</b>	
Discussion	
Trustee Atkins called on St. Amant to provide information on this agenda item.	
Conclusions	
Trustee Atkins called for a motion to approve the naming request for the Ron and Andrea Morton Family Track.	



Trustee Berg moved to approve the naming request. Trustee Jenkins seconded the motion.

Hearing no further discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.

#### **Action Item F.iv. 2023 Meeting Schedule**

##### **Discussion**

Trustee Atkins reminded the Board that the FOCUS Act requires the board to have four regularly scheduled meetings per year. The following dates are proposed:

- Spring, March 17, 2023
- Summer, June 9, 2023
- Fall, Sept. 15, 2023
- Winter, Dec. 8, 2023

##### **Conclusions**

Trustee Atkins moved to accept the proposed meeting calendar for 2023. Trustee Cannata seconded the motion.

Hearing no discussion, a voice vote was taken, and the motion carried unanimously with nine trustees voting yes.

#### **Information Item - President's Report and Report on Interim Items**

##### **Discussion**

Trustee Atkins recognized President Mike Licari to give his report to the board.

Licari thanked Whiteside and the team for their work on the strategic plan and expressed his excitement about the direction of the university. He provided a brief update on the recent cyber/ransomware attack, noting that the forensic investigation has concluded, APSU did not pay a ransom, and no evidence to date indicates that any private information was compromised. He thanked David Sanchez and the IT team for their work related to the attack.

Licari reported that campus is busy with summer camps following the May commencement where 1,150 students graduated and 29 new Army officers were commissioned in a commissioning ceremony.

Licari mentioned data released by THEC regarding the statewide drop in college attendance, noting that, with the second-lowest tuition and fees in the state, APSU remains affordable and a smart investment. Licari added that the average student

loan debt for APSU students who graduate with debt (about half of the graduates) is \$25,938, lower than the state or national average. Licari also shared that individuals with a bachelor's degree have higher weekly earnings and a lower unemployment rate than individuals with a high school diploma.

Licari announced that APSU has received a grant from the state to "increase college readiness and decrease summer melt." This is in partnership with CMCSS and helps students better prepare to be successful in college.

Licari welcomed new student trustee Olivia Hershey and thanked Mitch Robinson, vice president for the Division of Finance and Administration, for his service to the university in advance of his retirement on June 30.

Licari announced the hiring of Shahrooz Roohparvar as the next vice president for the Division of Finance and Administration.

Licari added that the trustees' meeting packet included reports on the State Building Commission actions and the contracts and agreements that had occurred since the last board meeting.

## **Adjourn**

### **Discussion**

Trustee Atkins recognized and thanked Mitch Robinson, mentioned the hiring of head baseball coach Roland Fanning and reminded the board that the next meeting will be Sept. 16, 2022.

### **Conclusions**

Trustee Atkins moved to adjourn the board meeting. Trustee Canatta seconded the motion. A voice vote was taken, and the motion carried unanimously with nine trustees voting yes. The meeting adjourned at 12:26 p.m.

## Austin Peay State University

### *Institutional Mission Profile*

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Austin Peay State University is a [community-minded](#) comprehensive public institution in Clarksville, northwest of Nashville, [committed to meeting the needs of Tennessee and the southeastern United States](#). Faculty and staff provide excellent educational and co-curricular experiences at Austin Peay through the quality of the academic programs, the innovative and caring approach of academic support services, and the distinction of faculty – both in teaching and in scholarship and research. With a Carnegie Classification of a Master's Large institution, Austin Peay emphasizes [student-centered teaching in order to ensure relevant learning experiences across varying](#) disciplines, [including behavioral and](#) health sciences and STEM fields, business, education, and the arts. Austin Peay also offers two doctoral programs, the Ed.D. in Educational Leadership, and the Psy.D. in Counseling Psychology. The University predominantly serves students throughout Tennessee and the southeastern region and provides additional programming and services focusing on adult, first generation, low socio-economic, military, minority, and high-performing students. APSU is committed to supporting military-affiliated students and offers programs and student support services at its own educational facility on Fort Campbell [and the Newton Military Family Resource Center](#). Austin Peay is the state's largest provider of higher education to military-affiliated students, ~~with 2,461 military-related students enrolled in Fall 2020. In 2015, the Tennessee Higher Education Commission (THEC) honored the University's support of this population by naming Austin Peay~~ [serving as](#) a Veterans Education Transition Support (VETS) Campus. Furthermore, APSU is one of only two institutions in Tennessee that hosts the VetSuccess on Campus (VSOC) program in collaboration with the US Department of Veterans Affairs. The university also houses the Center of Excellence for the Creative Arts and the Center of Excellence for Field Biology, [as well as the state's first teacher residency program, which is also the first registered teacher apprenticeship program in the country.](#)



# The Principles of Accreditation: Foundations for Quality Enhancement

Adopted by the College Delegate Assembly  
December 2017





# The Principles of Accreditation: Foundations for Quality Enhancement



Southern Association of Colleges and Schools  
Commission on Colleges

Sixth Edition: First Printing

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December 2006, 2007, 2009, 2011



# Mission

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of education quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America, and other international sites approved by SACSCOC that award associate, baccalaureate, master's, or doctoral degrees. SACSCOC also accepts applications from other international institutions of higher education.

Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.



# Philosophy of Accreditation

Self-regulation through accreditation embodies a philosophy that a free people can and ought to govern themselves through a representative, flexible, and responsive system. Decentralization of authority honors the rich diversity of educational institutions in our pluralistic society and serves to protect both institutional autonomy and the broader culture of academic freedom in our global society. The empowerment flowing from self-regulation promotes both innovation and accountability in achieving the goals of educating and training citizens in a representative democracy. Consistent with these overarching values, accreditation is best accomplished through a voluntary association of educational institutions. Both a process and a product, accreditation relies on integrity; thoughtful and principled professional judgment; rigorous application of requirements; and a context of trust. The process provides an assessment of an institution's effectiveness in the fulfillment of its self-defined mission; its compliance with the requirements of its accrediting association; and its continuing efforts to enhance the quality of student learning and its programs and services. Based on rigorous analysis and reasoned judgment, the process stimulates evaluation and improvement, while providing a means of continuing accountability to the institutions' stakeholders and to the public.

The culmination of the accreditation process is a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements. The statement of an institution's accreditation status with SACSCOC also represents an affirmation of an institution's continuing commitment to the Commission's principles and philosophy of accreditation.

The membership expects its peers to dedicate themselves to enhancing the quality of their programs and services within the context of their respective resources and capacities and to create an environment in which teaching and learning, research, and public service occur, as appropriate to the institution's self-defined mission.

At the heart of SACSCOC's philosophy of accreditation, the concept of quality enhancement assumes that each member institution is engaged in ongoing improvement of its programs and services and can demonstrate how well it fulfills its stated mission. Although evaluation of an institution's educational quality and effectiveness in achieving its mission is a difficult task requiring careful analysis and professional judgment, an institution is expected to document the quality and effectiveness of all its programs and services.

SACSCOC supports the right of an institution to pursue its own educational mission as inherent in fundamental values of institutional autonomy; the right of faculty members to teach, investigate, and publish freely; and the right of students to access opportunities for learning and for the open expression and exchange of ideas. However, exercising these rights should not substantially interfere with the overriding obligation of an institution to offer a sound educational experience that optimizes student achievement outcomes.

**The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) adheres to the following fundamental characteristics of accreditation:**

- Participation in the accreditation process is voluntary and is an earned and renewable status.
- Member institutions develop, amend, and approve accreditation requirements.
- The process of accreditation is representative, responsive, and appropriate to the types of institutions accredited.
- Accreditation is a form of self-regulation.
- Accreditation requires institutional commitment and engagement.
- Accreditation is based upon a peer review process.
- Accreditation requires an institutional commitment to student learning and achievement.
- Accreditation acknowledges an institution's prerogative to articulate its mission, including a religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy and flexibility of operation.
- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

## Organization Of The Southern Association Of Colleges And Schools Commission On Colleges

The Southern Association of Colleges and Schools (SACS) is a private, nonprofit, voluntary organization founded in 1895 in Atlanta, Georgia. The Association currently comprises the Commission on Colleges (SACSCOC) and the Council on Accreditation and School Improvement (SACSCASI), the K-12 arm of the Association. The two commissions carry out their missions with considerable autonomy; they develop their own standards and procedures, and govern themselves by a delegate assembly.

The College Delegate Assembly (CDA) of SACSCOC includes one voting representative (the chief executive officer or the officer's designee) from each member institution. Its responsibilities include electing the 77-member SACSCOC Board of Trustees to guide the organization's work; to approve all revisions in accrediting standards as recommended by the Board; to approve the dues of candidate and member institutions as recommended by the Board; and to elect an Appeals Committee to hear appeals of adverse accreditation decisions, and electing representatives to the Association's Board of Trustees.

The SACSCOC Board of Trustees is responsible for recommending to the College Delegate Assembly standards for candidacy and membership, authorizing special visits, taking final action on the accreditation status of institutions, nominating to the College Delegate Assembly individuals for election to succeed outgoing members of the Board, electing an Executive Council that will act for the Board while it is not in session, appointing *ad hoc* study committees as needed, and approving SACSCOC policies and procedures.

The thirteen-member Executive Council is the executive arm of the SACSCOC Board and functions on behalf of the Commission's Board and the College Delegate Assembly between sessions. However, the actions of the Council are subject to the review and approval by the Board. The Council interprets Commission policies and procedures, develops procedures for and supervises the work of *ad hoc* and standing committees of the Commission, approves goals and objectives of the Commission, reviews and approves the Commission's budget, oversees and annually evaluates the work of its president and initiates new programs, projects, and policy proposals.

The Council receives and acts on reports from all *ad hoc* and standing committees and submits them to the Commission's Board of Trustees. In the case of institutions applying for candidacy, membership, or reaffirmation of accreditation, the Executive Council receives recommendations from the Committees on Compliance and Reports

(C&R), which are the standing evaluation committees of the Commission, and, in turn, submits its recommendations to the full SACSCOC Board of Trustees.

## The Process Of Accreditation

The process for initial and continued accreditation involves a collective analysis and judgment by the institution's internal constituencies, an informed review by peers external to the institution, and a reasoned decision by the elected members of the SACSCOC Board of Trustees. Accredited institutions periodically conduct internal reviews involving their administrative officers, staffs, faculties, students, trustees, and others appropriate to the process. The internal review allows an institution to consider its effectiveness in achieving its stated mission, its compliance with *The Principles of Accreditation: Foundations for Quality Enhancement*, its efforts in enhancing the quality of student learning and the quality of programs and services offered to its constituencies, and its successes in accomplishing its mission. At the culmination of the internal review, peer evaluators representing the Board apply their professional judgment through a preliminary assessment of the institution; elected SACSCOC Board members make the final determination of an institution's compliance with the accreditation requirements.

## Application of the Requirements

SACSCOC accredits degree-granting higher education institutions and entities based on requirements in *The Principles of Accreditation: Foundations for Quality Enhancement*. These requirements apply to all institutional programs and services, wherever located or however delivered. This includes programs offered through distance and correspondence education, off-campus sites, and branch campuses. Consequently, when preparing documents for the Commission demonstrating compliance with the *Principles of Accreditation*, an institution must include these programs in its "Institutional Summary Form Prepared for Commission Reviews" and address these programs in its analysis and documentation of compliance (See *Commission policy [Distance and Correspondence Education](#)*). SACSCOC applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of the type of institution: private, for-profit, private not-for-profit, or public.

The SACSCOC Board of Trustees evaluates an institution and makes accreditation decisions based on the current edition of the *Principles of Accreditation*. The Commission's philosophy of accreditation precludes denial of membership to a degree-granting institution of higher education on any ground other than an

institution's failure to meet the above requirements in the professional judgment of peer reviewers, or failure to comply with the policies and procedures of SACSCOC.

## Components Of The Review Process

The SACSCOC Board of Trustees conducts several types of institutional reviews: (1) Candidate Committee reviews of institutions seeking candidacy, (2) Accreditation Committee reviews of candidate institutions seeking initial membership, (3) Reaffirmation Committee reviews of member institutions seeking continued accreditation following a comprehensive review, (4) Special Committee reviews of member institutions seeking continued accreditation following evaluation of institutional circumstances that are accreditation related, and (5) Substantive Change Committee reviews of member institutions seeking approval and continued accreditation following the review of a change of a significant modification or expansion to the institution's nature and scope. Each of the above types of reviews has its own evaluation documents and peer review procedures and can be found on the SACSCOC web site at [www.sacscoc.org](http://www.sacscoc.org).

The process described below is specific to a member institution seeking reaffirmation of accreditation.

### Preparation by the Institution

As part of the reaffirmation process, the institution will provide two (2) separate documents:

#### 1. *Compliance Certification*

The Compliance Certification, submitted fifteen (15) months in advance of an institution's scheduled reaffirmation, is a document completed by the institution that demonstrates its judgment of the extent of its compliance with each of the Core Requirements and Standards. The signatures of the institution's chief executive officer and accreditation liaison are required. By signing the document, these individuals certify that the process of institutional self-assessment has been thorough, honest, and forthright, and that the information contained in the document is truthful, accurate, and complete.

#### 2. *Quality Enhancement Plan*

The Quality Enhancement Plan (QEP), submitted six weeks in advance of the On-Site Reaffirmation Review Committee, is (1) a topic identified through ongoing, comprehensive and evaluation processes, (2) has a broad-based support of institutional constituencies, (3) focuses on improving specific student learning outcomes and/or student successes, (4) commits resources to initiate, implement

and complete the QEP, and (5) includes a plan to assess achievement. The plan should be focused and succinct (no more than 75 pages of narrative text and no more than 25 pages of support documentation or charts, graphs, and tables).

## **Review by the Commission on Colleges**

### ***1. The Off-Site Reaffirmation Review***

The Off-Site Reaffirmation Committee, composed of a chair and normally eight to ten peer evaluators, serves as an evaluative committee in the reaffirmation process. The committee meets in Atlanta, Georgia, and reviews Compliance Certifications of a group of institutions to determine whether each institution is in compliance with all Core Requirements and Standards (except 7.2). The group of institutions, called “a cluster,” normally will consist of no more than three institutions similar in governance and degrees offered. At the conclusion of the review, the Off-Site Reaffirmation Committee will prepare a separate report for each institution, recording and explaining its preliminary findings about compliance. The report is forwarded to the respective institution’s On-Site Reaffirmation Committee.

### ***2. The On-Site Reaffirmation Review***

The On-Site Reaffirmation Committee consists of peers and serves as an evaluative committee in the reaffirmation process. Following review by the Off-Site Reaffirmation Committee, an On-Site Reaffirmation Committee will conduct a focused evaluation at the campus to finalize issues of compliance with the Core Requirements and Standards, evaluate the QEP, and provide consultation regarding the issues addressed in the QEP. At the conclusion of its visit, the On-Site Committee will finalize the Report of the Reaffirmation Committee, a written report of its findings noting areas of noncompliance. The Report of the Reaffirmation Committee, along with the institution’s response to areas of noncompliance, is forwarded to the SACSCOC Board of Trustees for review and action on reaffirmation of accreditation.

### ***3. Review by the SACSCOC Board of Trustees***

The Committees on Compliance and Reports (C&R), standing committees of the SACSCOC Board of Trustees, review reports prepared by evaluation committees and the institutional responses to those reports. A C&R Committee’s recommendation regarding an institution’s reaffirmation of accreditation is forwarded to the Executive Council for review. The Executive Council recommends action to the full Board of Trustees, which makes the final decision on reaffirmation and any monitoring activities that it may require of an institution. The full Board of Trustees convenes twice a year.

## Institutional Responsibility For Reporting Substantive Change

SACSCOC accredits the entire institution and all programs and services, wherever located or however delivered. Accreditation is specific to an institution, is based on conditions at the time of the most recent evaluation, and is not transferable. When an accredited institution significantly modifies or expands its scope, or changes its affiliation, governance, or ownership, a substantive change review is required. The Commission is responsible for evaluating all substantive changes occurring between an institution's decennial reviews to ensure the quality of the total institution and to ensure the public that all aspects of the institution meet defined standards.

A member institution is responsible for following the [Substantive Change for SACSCOC Accredited Institutions](#) policy and procedures by notifying or securing approval from SACSCOC, as required, prior to implementation. If an institution is noncompliant with the policy, its accreditation may be in jeopardy. Refer to "Procedure One," "Procedure Two," and "Procedure Three" in the substantive change policy outlining the types of substantive change, their respective notification and approval requirements, and their reporting timelines. If an institution is unclear as to whether a change is substantive, it should contact SACSCOC staff for consultation.

An applicant or candidate institution may not undergo substantive change prior to membership.

## SECTION 1: The Principle of Integrity

Institutional integrity is essential to the purpose of higher education. Integrity functions as the basic covenant defining the relationship between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and its member and candidate institutions. The principle serves as the foundation of a relationship in which all parties agree to deal honestly and openly with their constituencies and with one another.

### **1. The institution operates with integrity in all matters.**

*(Integrity)* [CR]

(Note: While this principle is not addressed by the institution in its Compliance Certification or its application for accreditation, failure to adhere to this principle will lead to the imposition of a sanction, adverse action, or denial of authorization of a candidate committee.)

## SECTION 2: Mission

A clearly defined and comprehensive mission guides the public's perception of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics, and values that define its role and distinctiveness within the diverse higher education community. Fundamental to the structure of an institution's effectiveness, the mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff, and all constituents.

### **1. The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**

*(Institutional mission)* [CR]



## SECTION 3: Basic Eligibility Standard

SACSCOC accredits degree-granting institutions in the southern region of the United States and those operating in select international locations. To gain or maintain accreditation with SACSCOC, an institution is a continuously functioning organization legally authorized to grant degrees and other academic credentials, and able to demonstrate compliance with SACSCOC standards and policies.

- 1. An institution seeking to gain or maintain accredited status**
  - a. has degree-granting authority from the appropriate government agency or agencies.** (*Degree-granting authority*) [CR]
  - b. offers all coursework required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy [Documenting an Alternative Approach.](#)) (*Coursework for degrees*) [CR]
  - c. is in operation and has students enrolled in degree programs.** (*Continuous operation*) [CR]

## SECTION 4: Governing Board

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

- 1. The institution has a governing board of at least five members that:**
  - (a) is the legal body with specific authority over the institution.**
  - (b) exercises fiduciary oversight of the institution.**
  - (c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**
  - (d) is not controlled by a minority of board members or by organizations or institutions separate from it.**
  - (e) is not presided over by the chief executive officer of the institution.**

*(Governing board characteristics)* [CR]

- 2. The governing board**
  - a. ensures the regular review of the institution's mission.  
*(Mission review)*
  - b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.  
*(Board/administrative distinction)*
  - c. selects and regularly evaluates the institution's chief executive officer. *(CEO evaluation/selection)*

- d. defines and addresses potential conflict of interest for its members. (*Conflict of interest*)
  - e. has appropriate and fair processes for the dismissal of a board member. (*Board dismissal*)
  - f. protects the institution from undue influence by external persons or bodies. (*External influence*)
  - g. defines and regularly evaluates its responsibilities and expectations. (*Board self-evaluation*)
3. If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure:
- (a) institution's mission, (b) fiscal stability of the institution, and
  - (c) institutional policy. (*Multi-level governance*)

## SECTION 5: Administration and Organization

The institution's chief executive officer has ultimate responsibility for priorities and initiatives that advance its board-approved mission, goals, and priorities. The chief executive officer oversees an organizational structure that includes key academic and administrative officers and decision makers with credentials appropriate to their respective responsibilities.

1. **The institution has a chief executive officer whose primary responsibility is to the institution.** (*Chief executive officer*) [CR]
2. The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:
  - a. The institution's educational, administrative, and fiscal programs and services. (*CEO control*)
  - b. The institution's intercollegiate athletics program.  
(*Control of intercollegiate athletics*)
  - c. The institution's fund-raising activities.  
(*Control of fund-raising activities*)
3. For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
  - (a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
  - (b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
  - (c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.

(*Institution-related entities*)

4. The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (*Qualified administrative/academic officers*)
5. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. (*Personnel appointment and evaluation*)

## SECTION 6: Faculty

Qualified, effective faculty members are essential to carrying out the mission of the institution and ensuring the quality and integrity of its academic programs. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of qualified full-time faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that addresses the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

- 1. The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.**  
*(Full-time faculty)* [CR]
2. For each of its educational programs, the institution
  - a. Justifies and documents the qualifications of its faculty members.  
*(Faculty qualifications)*
  - b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.  
*(Program faculty)*
  - c. Assigns appropriate responsibility for program coordination.  
*(Program coordination)*
3. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.  
*(Faculty appointment and evaluation)*

4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.  
*(Academic freedom)*
5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.  
*(Faculty development)*

## SECTION 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.

- 1. The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional Planning*) [CR]**
2. The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (*Quality Enhancement Plan*)
3. The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)



## SECTION 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

1. **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.** (*Student achievement*) [CR]
2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
  - a. Student learning outcomes for each of its educational programs.  
(*Student outcomes: educational programs*)
  - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.  
(*Student outcomes: general education*)
  - c. Academic and student services that support student success.  
(*Student outcomes: academic and student services*)

## SECTION 9: Educational Program Structure and Content

Collegiate-level educational programs emphasize both breadth and depth of student learning. The structure and content of a program challenges students to integrate knowledge and develop skills of analysis and inquiry.

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations.

The institution is responsible for delivering an appropriate portion of the academic experiences applicable to the degrees or credentials awarded.

- 1. Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education. (*Program content*) [CR]**
- 2. The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (*Program length*) [CR]**
- 3. The institution requires the successful completion of a general education component at the undergraduate level that:**
  - (a) is based on a coherent rationale.**

- (b) is a substantial component of each undergraduate degree program. 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.**
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

*(General education requirements)* [CR]

- 4. At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for an undergraduate degree)*
- 5. At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for a graduate/professional degree)*
- 6. Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. *(Post-baccalaureate rigor and curriculum)*
- 7. The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. *(Program requirements)*

## SECTION 10: Educational Policies, Procedures, and Practices

Effective academic policies related to an institution's educational programs are developed in concert with appropriate input and participation of the constituencies affected by the policies, conform to commonly accepted practices and policies in higher education, accurately portray the institution's programs and services, and are disseminated to those benefiting from such practices. These academic policies lead to a teaching and learning environment that enhances the achievement of student outcomes and success.

To advance learning, all coursework taken for academic credit has rigor, substance, and standards connected to established learning outcomes. To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcribed as if it were credit earned from the institution.

1. The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. (*Academic policies*)
2. The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (*Public information*)
3. The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. (*Archived information*)
4. The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)

5. The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (*Admissions policies and practices*)
6. An institution that offers distance or correspondence education:
  - (a) ensures 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.
  - (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
  - (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.(*Distance and correspondence education*)
7. The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (*Policies for awarding credit*)
8. The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments,

and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.  
*(Evaluating and awarding academic credit)*

9. The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.  
*(Cooperative academic arrangements)*

## SECTION 11: Library and Learning/Information Resources

To provide adequate support for the institution's curriculum and mission, an institution's students, faculty, and staff have access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The levels and types of educational programs offered determine the nature and extent of library and learning resources needed to support the full range of the institution's academic programs. Qualified, effective staff are essential to carrying out the goals of a library/learning resource center and the mission of the institution, and to contributing to the quality and integrity of academic programs.

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

## SECTION 12: Academic and Student Support Services

Student success is significantly affected by the learning environment. An effective institution provides appropriate academic and student support programs and services, consistent with the institution's mission, that enhance the educational and personal development experience(s) of students at all levels; contribute to the achievement of teaching and learning outcomes; ensure student success in meeting the goals of the educational programs; and provide an appropriate range of support services and programs to students at all locations. Qualified and effective faculty and staff are essential to implementing the institution's goals and mission and to ensuring the quality and integrity of its academic and student support programs and services. An effective institution has policies and procedures that support a stimulating and safe learning environment.

- 1. The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.** *(Student support services)* [CR]
2. The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. *(Student support services staff)*
3. The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. *(Student rights)*
4. The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)*



5. The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (*Student records*)
6. The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (*Student debt*)

## Section 13: Financial and Physical Resources

Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for accomplishing an institution's mission. Adequate financial resources allow for deliberate consideration of the effective use of institutional resources to fulfill that mission. Adequate physical resources are essential to the educational environment and include facilities that are safe and appropriate for the scope of the institution's programs and services. It is reasonable that the general public, governmental entities, and current and prospective students expect sufficient financial and physical resources necessary to sustain and fulfill the institution's mission.

- 1. The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. (*Financial resources*) [CR]**
- 2. The member institution provides the following financial statements:**
  - (a) an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.**
  - (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**

- (c) **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**

For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled [Accreditation Procedures for Applicant Institutions](#).

*(Financial documents)* [CR]

3. The institution manages its financial resources in a responsible manner. *(Financial responsibility)*
4. The institution exercises appropriate control over all its financial resources. *(Control of finances)*
5. The institution maintains financial control over externally funded or sponsored research and programs.  
*(Control of sponsored research/external funds)*
6. The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. *(Federal and state responsibilities)*
7. The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)*

8. The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.  
*(Institutional environment)*

## SECTION 14: Transparency and Institutional Representation

An institution is responsible for representing accurately to the public its status and relationship with SACSCOC; reporting accurately to the public its status with state or the federal government, if receiving funding from either or both; maintaining openness in all accreditation-related activities; ensuring the availability of institutional policies to students and the public; and publishing appropriate information with respect to student achievement. SACSCOC's philosophy of accreditation precludes removal from or denial of membership or candidacy to a degree-granting institution of higher education on any ground other than an institution's failure to meet the standards of the membership as determined by the professional judgment of peer reviewers, or failure to comply with SACSCOC policies and procedures.

1. The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.  
*(Publication of accreditation status)*
2. The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy.  
*(Substantive change)*
3. The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.  
*(Comprehensive institutional reviews)*
4. The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

(See SACSCOC policy [Accrediting Decisions of Other Agencies](#).)  
(*Representation to other agencies*)

5. The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*. (*Policy compliance*)

(Note: For applicable policies, institutions should refer to the SACSCOC website: [www.sacscoc.org](http://www.sacscoc.org) )

## Commission Policies

**Definition:** A policy is a required course of action to be followed by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) or its member or candidate institutions. SACSCOC policies may also include procedures, which are likewise a required course of action to be followed by SACSCOC or its member or candidate institutions. The *Principles of Accreditation* require that an institution comply with the policies and procedures of SACSCOC. Policies are approved by vote of the SACSCOC Board of Trustees. At its discretion, the Board may choose to forward a policy to the College Delegate Assembly for approval.

Examples of policy topics include substantive changes, standing rules, procedures for applicant institutions, special committee procedures, sanctions and adverse actions, or appeals procedures. All policies are available on the SACSCOC website ([www.sacscoc.org](http://www.sacscoc.org)). SACSCOC maintains currency on the website and reserves the right to add, modify, or delete any of the policies listed.

## Commission Guidelines

**Definition:** A guideline is an advisory statement designed to assist institutions in fulfilling accreditation requirements. As such, guidelines describe recommended educational practices for documenting requirements of the *Principles of Accreditation* and are approved by the Executive Council of the SACSCOC Board of Trustees. The guidelines are examples of commonly accepted practices that constitute compliance with the standard. Depending on the nature and mission of the institution, however, other approaches may be more appropriate and also provide evidence of compliance.

Examples of guideline topics include advertising, student recruitment, contractual relationships, travel and committee visits, or faculty credentials. All guidelines are available on the SACSCOC website ([www.sacscoc.org](http://www.sacscoc.org)). SACSCOC maintains currency on the website and reserves the right to add, modify, or delete any of the guidelines listed.

## Commission Good Practices

**Definition:** Good practices are commonly-accepted practices within the higher education community which enhance institutional quality. Good practices may be formulated by outside agencies and organizations and endorsed by the Executive Council of the SACSCOC Board of Trustees or the Board itself. Good practice documents are available on the SACSCOC website ([www.sacscoc.org](http://www.sacscoc.org)). SACSCOC

maintains currency on the website and reserves the right to add, modify, or delete any of the good practices listed.

## Commission Position Statements

**Definition:** A position statement examines an issue facing the SACSCOC membership, describes appropriate approaches, and states the SACSCOC stance on the issue. It is endorsed by the Executive Council of the SACSCOC Board of Trustees or the SACSCOC Board of Trustees. Position statements are available on the SACSCOC website ([www.sacscoc.org](http://www.sacscoc.org)). SACSCOC maintains currency on the website and reserves the right to add, modify, or delete any of the position statements listed.









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**Austin Peay State University**  
**Contracts Total Value Over \$50,000 Approved from May 1, 2022 - August 1, 2022**

<u>Contractor</u>	<u>Description of Contract</u>	<u>Department</u>	<u>Yearly Amount</u>	<u>Start Date</u>	<u>End Date</u>	<u>Competitive</u>	<u>Notes</u>
Big Tree Capital dba Omatic	Subscription for Omatic's interactive import solutions for Raiser's Edge database	Alumni, Engagement, and Philanthropy	\$ 12,730.00	7/1/2022	6/30/2025	no	Option to renew in one year increments but not to exceed a total contract term of 5 years.
BKD LLP	LeaseVision worksheet to maintain a database of APSU leases per GASB 87	Finance	\$ 15,000.00	5/17/2022	5/16/2022	no	Option to renew in one year increments but not to exceed a total contract term of 5 years.
Mississippi State University	Game agreement APSU vs MVSU September 10, 2022	Athletics	\$ 140,000.00	9/10/2022	9/10/2022	no	Purchase order was issued 7/15/2022 - agreement signed November of 2021
Presbyterian College	Game agreement APSU vs PC September 3, 2023	Athletics	\$ 125,000.00	9/3/2022	9/3/2022	no	Purchase order was issued 7/15/2022 - agreement signed June 2020
Carnegie Dartlet LLC	Fall 2022 adult/transfer student application push	Public Relations and Marketing	\$ 61,385.60	7/1/2022	9/30/2022	yes	n/a
Agile Sports Technologies	Scouting software for Men's Basketball	Athletics	\$ 15,100.00	7/22/2022	7/21/2023	no	Renewal in one year increments but not to exceed a total contract term of 5 years.
TeamDynamix Solutions, LLC	Enterprise license for IT work order system	Information Technology	\$ 104,470.69	3/31/2022	12/31/2023	yes	Purchase order was approved in April 2022
Ex Libris (USA) Inc	Alma library management system software	Library	\$ 78,402.00	6/28/2022	6/27/2025	yes	Year 1 \$78,402, Year 2 \$83,446, Year 3 \$87,451 with option to renew in one year increments not to exceed total contract term of 5 years.
Electronic Data Collection Corporation	AIMS parking management system	Public Safety	\$ 54,458.00	6/13/2022	6/14/2025	yes	Year 1 \$54,458, Year 2 \$54,458, & Year 3 \$54,458. Option to renew in one year increments not to exceed a total contract term of 5 years. Year 4 and 5 not to increase no more than 5%.
Dell	Forensics engineer services	Information Technology	\$ 56,000.00	5/12/2022	5/30/2022	yes	This was for services after APSU was hit with the ransomware.
BSN Sports	Athletics branded sportswear and equipment	Athletics	\$ 3,000,000.00	7/1/2022	6/30/2027	yes	n/a
Clarksville Transit System - City of Clarksville	APSU campus transit service	Public Safety	\$ 183,842.00	7/1/2022	6/30/2027	no	Fiscal Review Committee review exemption for municipality

**Austin Peay State University**  
**May 1, 2022 - August 1, 2022**

**Summary of State Building Comissions Actions**

<u>Date</u>	<u>SBC/Transaction Number</u>	<u>Project</u>	<u>Value</u>	<u>SBC Action</u>
7/13/2022	373/003-04-2020	Dunn Center HVAC & Electrical Modernization	\$5,295,000.00	Approved a revision in project budget and funding
7/13/2022	373/003-05-2022	Kimbrough Classroom & Office Renovations	\$9,175,000.00	Approved project and to select a designer
7/13/2022	373/003-06-2022	Welcome Center Renovation	\$2,500,000.00	Approved project and to select a designer
7/13/2022	166/003-05-2017	Roof Replacements	\$1,830,000.00	Approval of a revision in project budget and funding
7/13/2022	373/003-01-2021	Health Professions Building	\$103,887,500.00	Approved a revision in project budget, funding, and scope
7/13/2022	373/003-03-2022	740 Robb Ave. Demolition	\$45,000.00	Approved project and utilizing Campus Procurement for the work
7/13/2022	373/003-03-2022	Demolition of 748 Robb Ave., and all related work	\$45,000.00	Approved project and utilizing Campus Procurement for the work

**Summary of Executive Sub-Committee Actions**

<u>Date</u>	<u>SBC/Transaction Number</u>	<u>Project</u>	<u>Value</u>	<u>SBC Action</u>
7/25/2022	373/003-05-2022	Kimbrough Classroom and Office Renovations	\$9,175,000.00	Designer selection Approval - Rufus Johnson Associates
7/25/2022	373/003-06-2022	Welcome Center Renovation	\$2,500,000.00	Designer selection Approval - Wier Boerner Allin Architecture, PLLC