**President’s Report**

**Faculty Senate**

**September 24, 2018**

* **SACSCOC minute** The resource manual for the principles of accreditation begins with the principle of integrity 1.1 “The institution operates with integrity in all matters.” It continues: “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 both their constituencies and with one another.” The policy statement for this principle can be found at <http://www.sacscoc.org/pdf/081705/integrity.pdf> A note there applying to this and other standards is worth emphasizing:” SACSCOC accredits institutions, not individuals. Therefore, any individual who reports to SACSCOC on behalf of an institution—either by virtue of his or her office or as delegated by the chief executive officer of the institution—obligates the institution in all matters regarding institutional integrity.” The institution can be at peril by the acts of individuals, either in leadership roles, or in academic or support roles at an institution. One institution, The University of North Carolina-Chapel Hill, recently demonstrated that even the most prestigious of institutions can be called into account when they act contrary to basic principles of integrity. “It's a big deal," said Belle Whelan, SACS president. "This issue was bigger than anything with which we’ve ever dealt, and it went on for longer than anything else. This is the first one I can recall in the 10 years I’ve been here that we put an institution on probation for academic fraud or academic integrity." Our own efforts at transparency and evidence reflect just a small part of our own commitment to institutional integrity.
* **Changing Landscape for higher education**  <https://www.chronicle.com/article/How-the-Great-Recession/244527?cid=at&utm_source=at&utm_medium=en&elqTrackId=a03dedcaf9a2413d8edac68878238005&elq=8ee84f6e9f5b480bb21c0dab1d1ef525&elqaid=20533&elqat=1&elqCampaignId=9662> To be sure, I remain convinced that institutions of higher education will have bright futures if they adapt to external changes, and recognize that finding ways to prepare students to be adapt learners will be essential to that bright future. This **Chronicle** article may have been seen and read by many of you. While directed at the general American Higher Education Landscape, it certainly applies to the public education landscape here in Georgia. It reports the profound shift in perspectives over the last decade, including a view of higher education as a private benefit at least as much as a public good, among other changes. It is again a reminder of a need for data as we make our case for public support for our activities—cases that must account for narratives understood both inside and outside the academy. I am grateful in advance of assistance my colleagues can provide in helping us support continued reasons for higher education’s value to our state. And I remain convinced that shared approaches to answers to what is next will be superior in the long run to responses not benefiting from collaborative processes. <https://www.chronicle.com/article/Reimagining-College-as-a/237588> <https://www.theatlantic.com/education/archive/2018/03/the-third-education-revolution/556091/>
* **Budget Request Process** included in the report materials are several pages of questions which the institution must answer as a part of the annual budget request. This provides a context and a perspective for how we make our case for support to advance system and institutional strategic priorities. Again, as has been our practice, we will share with campus documents that we submit to the board staff that respond to these questions.
* **Questions and thanks**