



# ROAD TO SACSCOC REAFFIRMATION NEWSLETTER

FEBRUARY 2026



## What is Reaffirmation of Accreditation?

The Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) Reaffirmation of Accreditation is a comprehensive internal and external review process to ensure that member institutions maintain continuing compliance with Commission policies and with The Principles of Accreditation: Foundation for Quality Enhancement.

According to SACSCOC, "At the heart of SACSCOC's philosophy of accreditation, the concept of quality enhancement presumes each member institution is to be engaged in ongoing improvement of its programs and services and be able to 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.".

## Newsletter Archive

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## SACSCOC SITE VISIT SAVE THE DATE!!

While there is much work to be done between now and the SACSCOC On-site Reaffirmation Committee visit, please mark your calendars.

**March 24th - 26th, 2026**

# STANDARD SHOWCASE:

Standard of the Month

## SECTION 6: FACULTY

### 6.1: FULL-TIME FACULTY

#### **Standard 6.1: The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.**

Baylor College of Medicine (BCM or the College) employs a sufficient number of full-time faculty members to support the mission and goals of the institution.

Advancing the mission and achieving the strategic priorities and goals requires the responsible allocation of resources, including the employment of a sufficient number of full-time faculty. BCM's executive leadership team, headed by the president, chief executive officer (CEO) and executive dean, includes leaders of the research, education, healthcare, and community service mission areas. The executive leadership team works closely with BCM's other academic and administrative leaders, including the deans of the College's schools, department chairs, center directors and the faculty to support the mission. BCM leadership's responsibilities and activities are guided by policies and processes to ensure sufficiency of faculty to support the institutional mission areas.

#### **Academic Organizational Structure**

The president, CEO, and executive dean of the College serves as BCM's chief academic officer (CAO). As the CAO, the president provides executive oversight of BCM's academic enterprise and all associated functions. BCM's education mission is carried out through the activities of schools and operational units, led by their respective chief administrative officers. Support of the education mission is further provided by other academic units including basic science and clinical departments, institutes, divisions, and centers.

BCM's Faculty Senate, the official coordinating body of faculty views relating to the academic mission of the College, is core to the institution's academic infrastructure. Consistent with principles of shared governance, the Faculty Senate shall advise and make recommendations to the President and the Board of Trustees and, as appropriate, the Academic Council, concerning academic requirements and policies, faculty responsibilities and welfare, and any other matters of importance to the faculty.

#### **Definitions and Classification of Faculty**

The Faculty Bylaws and Faculty Appointments and Promotions Institutional Guidelines provide the framework regarding academic appointments, types of appointments, designations, and ranks for faculty. As per guidelines on faculty credentials from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), individuals with earned doctorates/terminal degrees in an appropriate teaching or related discipline (e.g., M.D., D.O., Ph.D., D.N.P., or M.S. in a health profession), appropriate licenses or certifications, and experience relevant to their educational roles and mission contributions within a department are eligible for faculty appointments.

#### **Total Number of Full-time Faculty by Department and School**

As a research-intensive, health sciences university striving to advance multiple mission areas, BCM employs full-time faculty to support its education, research, healthcare, and community service priorities. As of February 1, 2025, 5,133 individuals had a full-time faculty appointment at BCM. This includes full-time faculty at the Temple branch campus. Full-time faculty have 12-month, academic year primary appointments in one of 26 departments or in the School of Health Professions, the only school where faculty may hold a primary appointment. Faculty may have secondary appointments in other departments or in the School of Health Professions.

BCM provides a sufficient number of full-time faculty members to support all BCM mission areas: education, research, health care, and community service. Sufficiency is evidenced by the low student to faculty ratios; high percentage of course instruction delivered by full-time faculty; high levels of research funding; number of full-time faculty engaged in clinical care across BCM health care facilities and healthcare affiliates; the reputation and ranking of those clinical centers; and level of BCM faculty engagement in outreach and services at community, state, national and international levels.

# STANDARD SHOWCASE:

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## SECTION 6: FACULTY

### 6.2.a: FACULTY QUALIFICATIONS

#### **Standard 6.2.a: For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.**

Baylor College of Medicine justifies and documents the qualifications of its faculty members for each of its educational programs. Baylor seeks to accomplish the aims represented in its mission statement by recruiting and retaining highly qualified and engaged faculty who contribute to the education mission at the Houston campus and the branch campus in Temple, Texas. BCM assures that in the education mission area, faculty members are qualified by both education and experience to serve as teachers.

#### **Selection and Qualification of Faculty Members**

The Office of Faculty Affairs and Faculty Development oversees the process of faculty appointment and works with the Faculty Appointments and Promotions Committee to ensure that faculty members possess the characteristics and competencies needed to effectively implement institutional goals, and to ensure that faculty qualifications meet accreditation standards for Baylor College of Medicine's programs, where applicable. The Office of Faculty Affairs maintains and reviews all applications for appointments for faculty members in accordance with the BCM Faculty Appointments and Promotions Guidelines. Faculty Appointments and Promotions Guidelines outline specific qualifications and criteria for appointment, promotion, and tenure within the faculty ranks and classifications. These policies and procedures are consistently applied at BCM-Houston and Baylor-Temple.

As indicated in the Faculty Appointments and Promotions Procedures, appointments to the rank of assistant professor and instructor are approved by the president after review and recommendation by the nominating academic unit. Appointment at the ranks of professor and associate professor are made by the president after review and recommendation by the nominating department/school, the Faculty Appointments and Promotions Committee, the Academic Council, and the Board of Trustees. The appointment process ensures that, at a minimum, the qualifications of the appointed faculty are reviewed by the Office of Faculty Affairs, the nominating academic unit, and the president.

#### **Teaching Faculty Qualifications**

The selection of faculty for teaching examines faculty competence using established criteria and qualifications ensuring the appropriate academic qualifications and/or experience to lead or participate in the instruction of a particular course. Primary consideration is first given to the terminal degree of the faculty member. If necessary, Baylor College of Medicine considers any professional certification and licensure, related experience, honors, awards, and prior teaching experience. Formal documentation is collected to verify competence, including current curriculum vitae, academic transcripts, certifications, letters of recommendation, and licenses. This documentation is used by the deans of the schools, program directors, course directors, and curriculum committee members to ensure the faculty member's ability to administer the course curriculum and effectively teach/ train students.

For a faculty member to be assigned a course role, he or she must meet or exceed the qualifications defined above by BCM. Deans and/or their designee determine the relevant disciplines related to terminal degrees of faculty that qualify them to teach courses on particular topics. For example, a Ph.D. in a biomedical science would qualify a faculty member to teach courses such as biochemistry or molecular biology.

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## SECTION 6: FACULTY

### 6.2.a: FACULTY QUALIFICATIONS

#### **Teaching Assignments Processes**

Instructors of records are appointed by the appropriate school dean and/or appropriate program director. To centralize the appointment of instructors of record, a process was created which includes programs submitting an Instructor of Record Form. This form requires programs to justify teaching qualifications for instructors of records and requires review and approval by the Office of Accreditation, program director and/or dean, and the accreditation liaison. A majority of didactic courses and clinical courses at Baylor utilize team teaching. Each course has at least one course director as the instructor of record, and they are supported by a number of course coordinators, instructors, lecturers, small group facilitators, preceptors and research mentors. Teaching assignment processes at BCM are tailored to specific academic programs based on differences in how programs are organized, program requirements, and program-specific accreditation. The schools' curriculum committees design course content, and school administrators have the responsibility for making teaching assignments to faculty members based on the course content. In some situations, the dean may delegate responsibility for making teaching assignments to program or course directors because of their expertise with the curriculum and knowledge of the faculty's ability to provide quality instruction on the topic.

#### **Evaluation of Teaching**

BCM evaluates its faculty regularly to identify areas for improvement and to allow faculty members to track toward their specific goals. To evaluate a faculty member's contribution to the educational mission, the schools each evaluate teaching faculty based on performance and student evaluations. These reviews are considered when assigning faculty members to teaching assignments and reviewed by each school's curriculum committee. Faculty development may be recommended or used by faculty members to remedy an issue, improve upon existing skills, or to learn new teaching methodologies.

# STANDARD SHOWCASE:

Standard of the Month

## SECTION 6: FACULTY

### 6.2.b: PROGRAM FACULTY

#### **Standard 6.2.b: For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.**

For each of its academic programs, Baylor College of Medicine (BCM or the College) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review, in support of its mission to create knowledge and apply science and discoveries to further education, healthcare, and community service locally and globally. While Standard 6.1, Full-time faculty, evaluates the capacity of full-time faculty to support the institution's mission and goals, Standard 6.2b, Program faculty, considers the ability of full-time faculty in safeguarding the overall quality of each academic program.

#### **Faculty Roles in Academic Programs**

##### *Role of Full-Time Faculty in Academic Program Development*

The full-time faculty associated with each academic program are responsible for the development, administration, review, and improvement of the program in collaboration with School and College administrators. Per the Procedure for Approval of new Academic Programs and Significant Changes to Existing Programs, all proposed new academic programs must submit a proposal that includes a feasibility study and analysis of faculty needs and program development documentation that address sufficiency of faculty.

New program proposals are reviewed via an academic governance process that includes approval by relevant departments, academic units and/or affiliates, relevant school committees, the dean of the appropriate school, and the vice president of Education Affairs. Further review and approval is needed by the Faculty Senate, Academic Council, and the president before moving to the Board of Trustee for final approval.

The faculty with discipline expertise are responsible for maintaining the appropriateness of the structure and content of courses and academic programs. Program faculty and school curriculum committees review and approve faculty proposals to establish, modify, or terminate curricular offerings, including courses.

##### *Role of Full-Time Faculty in Program Oversight*

BCM places primary responsibility for the content, quality, and effectiveness of academic programs with full-time faculty. Each school is led by a dean who oversees the school's academic programs. Across BCM's schools, qualified full-time faculty in administrative and committee service roles within programs are extensively involved in education administration and the creation, review and revision of curricula of academic programs within the schools. These leaders meet regularly to maintain program quality, integrity, and review.

The BCM Faculty Senate is the primary venue for faculty participation in shared governance and planning at the College. Senate responsibilities include: (1) making recommendations to College administration on issues deemed to be important to the faculty; (2) developing, evaluating and endorsing petitions, recommendations or resolutions from the faculty or others concerning faculty issues; (3) appointing members to the College's Institutional Policy Committee; and (4) nominating faculty to serve on senate and College committees. Senate subcommittees include education, faculty affairs and benefits, strategic planning, communications and public affairs, and administrative operations.

Additionally, full-time faculty serve on the Academic Council, a leadership council to the president. The council plays a key advisory role regarding BCM's strategic direction, including new programs; formulation of institutional policies; communication between leadership, the Faculty Senate and the faculty; and the recommendation of students to the president for conferral of approved degrees.

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### 6.2.b: PROGRAM FACULTY

#### *Role of Full-Time Faculty in Continuous Assessment and Improvement*

In the development of new academic programs and annual assessment of current programs, full-time faculty members who are experts in the subject matter identify expected program-level student learning outcomes (SLOs). BCM has a well-established assessment cycle. Each year, an assessment report is submitted detailing the activities of the past year and an assessment plan for the coming year. The faculty collects SLO achievement data annually. This allows the faculty to analyze achievement data to design improvement efforts, which are then implemented the following year. As such, faculty use the data from the previous year to identify the level of success of their efforts at seeking continuous improvement.

#### **Sufficiency of Full-Time Faculty**

##### *Sufficient Full-Time Faculty for Academic Programs and Curriculum*

BCM determines the sufficiency of faculty resources at the college and academic program level as the institution's capacity to assign appropriately qualified full-time faculty members to faculty roles with responsibility for curriculum and academic program oversight, and to deliver the necessary programming for each of the College's academic programs in collaboration with qualified part-time and voluntary faculty members.

BCM uses the following criteria to assess sufficiency of full-time faculty to ensure curriculum and program quality, integrity, and review for each academic program.

1. Ratio of Student to Full-Time Faculty Engaged as Instructor of Record by Academic Program.
2. Percentage of Full-Time Faculty Engaged as Instructor of Record by Academic Program.
3. Percentage of Courses by Academic Program with Full-Time Faculty Instructors of Record.
4. Student Achievement Data

#### **Resources that Support Faculty Development and Effectiveness as Program Faculty**

The Office of Faculty Affairs and Faculty Development and the Huffington Department of Education, Innovation and Technology have primary responsibility for faculty development activities at BCM. BCM provides professional growth resources and opportunities that enable BCM faculty members, including part-time and voluntary faculty, to excel and advance in their roles across all institutional mission areas. Some of the key offerings include new faculty orientations, CV and academic portfolio workshops, career advancement workshops, and oversight for peer-reviewed faculty awards. In the education mission, the Office supports a variety of programs to support faculty in their roles as teachers and educators.

# REAFFIRMATION OF ACCREDITATION TIMELINE:

All dates subject to change throughout the process

Target Date	Accreditation Process
<b>October 2024</b>	SACSCOC Executive Committee Established and First Meeting SACSCOC Reaffirmation 2026 Kick-Off Review of SACSCOC narratives begins
<b>November 2024</b>	Reaffirmation Newsletter Review of SACSCOC narratives
<b>December 2024</b>	SACSCOC Annual Meeting, Austin, TX (12/7 to 12/10) Reaffirmation Newsletter Review of SACSCOC narratives
<b>January 2025</b>	Reaffirmation Newsletter
<b>February 2025</b>	Reaffirmation Newsletter
<b>March 2025</b>	Reaffirmation Newsletter
<b>April 2025</b>	Leadership Review of Compliance Certificate begins Reaffirmation Newsletter
<b>July 2025</b>	Compliance Certificate Draft Completed
<b>August 2025</b>	Final Review of Compliance Certificate
<b>September 2025</b>	Compliance Certificate Due (9/8)
<b>November 2025</b>	Site Visit Prep Off-Site Peer Review Conducted (11/4 to 11/7)
<b>December 2025</b>	Site Visit Prep Mock Visit Prep
<b>January 2026</b>	Site Visit Prep Mock Visit (1/12 to 1/14)
<b>February 2026</b>	<b>Site Visit Prep</b> <b>Focused Report Due</b> <b>(2/09)</b>
<b>March 2026</b>	On-Site Peer Review Conducted (3/24 to 3/26)
<b>December 2026</b>	Review by SACSCOC Committee Board (12/3 to 12/6)

# OUR MISSION, OUR PURPOSE

**Mission:** Our mission at Baylor College of Medicine is to provide guidance, support and resources to help faculty and staff create and implement effective changes while ensuring the highest quality of education for our students.

**Purpose:** Our purpose is to promote academic excellence and innovation through accreditation and education effectiveness. We strive to foster a culture of continuous improvement and to provide resources and support for faculty and staff to develop and implement effective educational programs that prepare students for success.

## **The Office of Accreditation and Education Effectiveness supports the Baylor College of Medicine education enterprise by:**

- Facilitating institutional accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and monitoring ongoing compliance with SACSCOC principles of accreditation
- Providing support for program level specialized accreditation
- Coordinating ongoing assessment of educational programs and the university's quality enhancement plan (QEP)
- Conducting and reporting the results of academic program reviews
- Conducting general institutional research and data analysis
- Reporting key academic performance metrics to federal, state, and professional organizations
- Conducting general institutional research and data analysis
- Providing process expertise in the approval of substantial changes to existing programs
- Managing educational affiliation agreements, observerships, and external learners

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