

ROLE OF THE CHAIR

Accreditation is based on a peer-review process that encourages educators to view their efforts as a collegial duty within the independent school community, ensuring the sustained quality of independent education. In the SAIS process, the visiting team chair assumes the primary leadership role.

The chair's role includes:

- Coordinating logistics with the candidate school
- Conducting a preliminary visit and confirming the school's compliance with standards
- Facilitating the visit
- Preparing the team for the visit through communications and a comprehensive orientation
- Managing the team and assigning meaningful tasks and responsibilities
- Overseeing the writing of a visit report that responds to the school's stated goals, making meaningful and attainable recommendations to the school
- Recommending to the SAIS Accreditation Review Committee whether or not the candidate school should be accredited
- Adhering to the timelines for completion set by SAIS
- Serving, as requested, as an accreditation reviewer

This role involves coordinating the school's process from the time of the preliminary visit through the writing of the visit report. The chair is expected to engage the visiting team members in meaningful discussion and activities, but the ultimate responsibility for the accreditation visit and visit report belongs to the chair. Accreditation is a leadership event and the chair is expected to help groom the next generation of leaders in SAIS.

Chair Prerequisites

In order to qualify as a chair in SAIS, one must attend a chair training session offered by SAIS, which includes a thorough discussion of the accreditation materials and process.

A chair must also:

- Be a head or administrator from an SAIS member school. Retired heads and administrators can continue to serve as chairs for an appropriate time.
- Attend the SAIS chair training workshop and required update meetings.
- Have experience as an accreditation team member.
- Not accept chair assignments at schools where a conflict of interest exists. Examples of conflicts of interest might include previous work experience as head or a senior administrator at the school to be chaired; a sense of personal obligation to the head of school related to career advancement; any current or expected consulting or financial relationship with the school to be chaired; and any special interest in having the school become accredited or disaccredited. Exceptions may be made on a case-by-case basis if there are extenuating circumstances.
- Act ethically at all times throughout the accreditation process: be honest and sincere with all participants, treat the school and the participants as you would like to be treated.
- Hold the discoveries of the visit in strictest confidence.