

means through which troops are executing the war, the parliament's passage of an NGO law hinders the delivery of much needed services, the expulsion of the head of the U.N. humanitarian arm and obstruction of U.N. peacekeeping operations to protect civilians, and the refusal of the parties to engage in good-faith negotiations to end hostilities all paint a picture of two opposing sides that have very little regard for the needs or wellbeing of South Sudanese citizens.

In light of the gravity of the situation on the ground, we must urgently consider taking several steps: First, we should push for a United Nations arms embargo on South Sudan to stop the flow of arms to all warring factions. We may or may not be successful in convincing all of the Permanent Five members of the Security Council to agree with us on this, but we will never be successful if we don't make the attempt. On July 1, the United Nations Security Council imposed personal targeted sanctions on six South Sudanese generals it believes are fueling the fighting. I welcome this move, but I have doubts that this alone will prove a game changer. Strangling the supply of arms and materiel of the actors on the ground could prove far more effective than sanctioning military leaders who don't travel outside the country or hold assets internationally.

Second, we must undertake a review of the military training and assistance we are providing to countries in the region to determine whether soldiers we have trained and equipment we have supplied are being used to either commit human rights abuses in South Sudan or prolong hostilities. We should also consider whether extra safeguards are warranted to ensure that U.S. security assistance is not being used to support the warring factions or otherwise contributing to the conflict.

Third, we must expand our investments in reconciliation efforts. USAID has joined with international partners and is doing a tremendous job on the humanitarian front. But our aid should, to the extent possible, be coupled with an increase in peace and reconciliation activities. The vicious nature of the attacks on civilians will make post-war, community-level reconstruction efforts and national healing enormously difficult. We cannot wait until the war is over to begin to bring people together. These programs should also include activities that support justice at the local level so that people who have borne the brunt of the violence can obtain some measure of closure.

Fourth, we must begin to look at how we put accountability mechanisms in place. During his trip to east Africa in May, Secretary Kerry announced \$5 million to support accountability efforts. I applaud this move, and am pleased to hear that we are supporting the collection of evidence of gross human rights violations and preserving records for use in the future. We must

take each and every opportunity we can to make clear that the United States is committed to bringing human rights abusers to justice. However, we can do more. We should push regional actors to move forward with efforts to establish the parameters and modalities of a court or other transitional justice mechanism. Initiating such mechanisms now—rather than waiting for an end to the war—more adequately demonstrates the international community's commitment to justice for victims than empty statements on the importance of accountability.

Finally, I urge President Obama to convene a meeting with the Secretaries General of the Africa Union and United Nations while he is in Addis Ababa this month to discuss a way forward that involves those two bodies and members of the Troika. And these talks must involve key regional players who could prove spoilers to any process, including Sudan and Uganda.

The cost of this war has been astronomical. The U.N. Mission to South Sudan has cost over \$2 billion in the past 2 years alone. The international community has provided nearly \$2.7 billion in humanitarian assistance. The United States alone has provided more than \$1.2 billion for those purposes. This is money that should have been invested in building a country that had already been devastated by decades of war with Sudan. However, the real tragedy is not the dollars lost—it is in the thousands of lives lost, the seeds sown of ethnic hatred and division and the squandering of an opportunity to build a nation that could provide a future to millions of people that were marginalized, attacked and abused by Khartoum. We must take action now to stop the war and prevent the deaths of thousands more South Sudanese.

#### TRIBUTE TO LIEUTENANT KATHRYN ELIZABETH ROSENBERG

Mr. McCAIN. Mr. President, I wish to recognize and honor Lieutenant Kathryn Rosenberg, U.S. Navy, as she transfers from the Navy Office of Legislative Affairs.

A native of Pennsylvania, Lieutenant Rosenberg was commissioned an ensign through the Naval ROTC Program upon graduation from George Washington University in 2008.

Lieutenant Rosenberg, a surface warfare officer, has performed in a consistently outstanding manner under the most challenging of circumstances. Lieutenant Rosenberg served with distinction and gained extensive experience in the surface fleet during her first two sea tours. While assigned to the USS *Stockdale* (DDG 106) from June 2008 to November 2010, Lieutenant Rosenberg served as the pre-commissioning auxiliaries officer and combat information center officer while obtaining her surface warfare officer pin and engineering officer of the watch qualification. From March 2011 to December 2012, Lieutenant Rosenberg was

assigned to the USS *Vicksburg* (CG 69), where she served as the fire control officer while qualifying as the anti-air warfare commander, force anti-air warfare commander, and force tactical action officer.

Since January 2013, Lieutenant Rosenberg has served as a Senate liaison officer in the Navy Office of Legislative Affairs. In this capacity, she has been a major asset to the Navy and Congress. Over the course of the last 2 years, Lieutenant Rosenberg has led 21 Congressional delegations to 36 different countries. She has escorted 54 Members of Congress and 36 personal and professional staff members. She has distinguished herself by going above and beyond the call of duty to facilitate and successfully execute each and every trip, despite any number of weather, aircraft, and diplomatic complications. Her leadership, energy, and integrity have ensured that numerous challenging Senate overseas trips have been flawlessly executed, to include an arduous trip to Afghanistan.

This Chamber will feel Lieutenant Rosenberg's absence. I join many past and present Members of Congress in my gratitude and appreciation to Lieutenant Rosenberg for her outstanding leadership and her unwavering support of the missions of the U.S. Navy, the Senate Armed Services Committee, Senate Foreign Relations Committee, Senate Select Committee on Intelligence, and others. I wish Lieutenant Rosenberg "fair winds and following seas."

#### ACCREDITATION

Mr. ALEXANDER. Mr. President, I ask unanimous consent to have printed in the RECORD a copy of my remarks at the Senate Committee on Health, Education, Labor and Pensions hearing on "Reauthorizing the Higher Education Act: Evaluating Accreditation's Role in Ensuring Quality."

There being no objection, the material was ordered to be printed in the RECORD, as follows:

#### ACCREDITATION

We're here today to discuss our system for ensuring that colleges are giving students a good education. That's called accreditation.

Accreditation is a self-governing process that was created by colleges in the 1800s. The organizations they created were intended to help colleges distinguish themselves from high schools and later, to accredit one another.

At this time there was no federal involvement in higher education or accreditation, and right around the end of World War II, about 5% of the population had earned a college degree.

Accreditation however took on a new role in the 1950's. After the Korean War, Congress went looking for a way to ensure that the money spent for the GI Bill to help veterans go to college was being used at legitimate, quality institutions.

Congress had enough sense to know they couldn't do the job of evaluating the diversity of our colleges and universities themselves so they outsourced the task to accreditation. Accreditors became, as many like to say, "gatekeepers" to federal funds.

The Korean War G.I. Bill of 1952 first established this new responsibility—it said that veterans could only use their benefits at colleges that were accredited by an agency recognized by what was called the Commissioner of Education, and then after the Department of Education was created in 1979, the Secretary of Education.

The Higher Education Act of 1965 used this same idea when it created federal financial aid for non-veteran college students. Around this time, about 10% of the population had received a college degree.

However, the 1992 Higher Education Act Amendments were the first time the law said much about what standards accreditors needed to use when assessing quality at institutions of higher education.

Today, current law outlines 10 broad standards that federally recognized accreditors must have when reviewing colleges: student achievement; curriculum; faculty; facilities; fiscal and administrative capacity; student support services; recruiting and admissions practices; measure of program length; student complaints; and compliance with Title IV program responsibility.

The law tells accreditors that they must measure student achievement, but it doesn't tell them how to do it.

Colleges and accreditors determine the specifics of the standards—not the Department of Education.

For the student achievement standard, colleges and universities define how they meet that standard based on their mission—the law specifically doesn't let the Department of Education regulate or define student achievement.

And in fact, in 2007, when the Department of Education tried to do that, Congress stopped it.

Still, Congress spends approximately \$33 billion for Pell grants each year, and taxpayers will lend over \$100 billion in loans this year that students have to pay back.

So we have a duty to make certain that students are spending that money at quality colleges and universities.

I believe there are two main concerns about accreditation:

First, is it ensuring quality?

And second, is the federal government guilty of getting in the way of accreditors doing their job?

The Task Force on Government Regulation of Higher Education, which was commissioned by a bipartisan group of senators on this committee, told us in a detailed report that federal rules and regulations on accreditors have turned the process into federal "micro-management."

In addressing these two concerns, I think we should look at five areas:

First, are accreditors doing enough to ensure that students are learning and receiving a quality education?

A recent survey commissioned by Inside Higher Ed found that 97% of chief academic officers at public colleges and universities believe their institution is "very or somewhat effective at preparing students for the workforce."

But a Gallup survey shows that business leaders aren't so sure—only one-third of American business leaders say that colleges and universities are graduating students with the skills and competencies their businesses need. Nearly a third of business leaders disagree, with 17% going as far as to say that they strongly disagree.

Second, would more competition and choice among accreditors be one way to improve quality?

Accreditation is one of the few areas in higher education without choice and competition. Today colleges and universities cannot choose which regional accrediting

agency they'd like to use. If they could, would that drive quality?

Third, do federal rules and regulations force accreditors to spend too much time on issues other than quality?

Accreditation may now be "cops on the beat" for Department of Education rules and regulations unrelated to academic quality. Accreditors review fire codes, institutional finances (something the Department of Education already looks at) and whether a school is in compliance with Department rules for Title IV. To me, these don't seem to be an accreditor's job.

Fourth, do accreditors have the right tools and flexibility to deal with the many different institutions with many different needs and circumstances?

Some well-established institutions may not need to go through the same process as everyone else, allowing accreditors to focus on those institutions that need the most help.

Finally, could the public benefit from more information about accreditation?

All the public learns from the accreditation process is whether a school is accredited or unaccredited. Even at comparable colleges, quality may vary dramatically, yet all institutions receive the same, blanket "accredited" stamp of approval. Seems to me that there could be more information provided to students, families or policymakers.

We'd better find a way to make accreditation work better.

There's really not another way to do this—to monitor quality. Because if accreditation doesn't do it, I can assure you that Congress can't. And the Department of Education certainly doesn't have the capacity or know-how.

They could hire a thousand bureaucrats to run around the country reviewing 6,000 colleges, but you can imagine what that would be like.

They're already trying to rate colleges, and no one is optimistic about their efforts—I think they'll collapse of their own weight.

So it's crucial that accrediting of our colleges improve.

Our witnesses have a variety of viewpoints on accreditation and I look forward to the discussion.

#### ADDITIONAL STATEMENTS

##### RECOGNIZING THE NORTHWEST ARKANSAS COUNCIL

• Mr. BOOZMAN. Mr. President, I want to recognize the hard work, dedication, and achievements of the Northwest Arkansas Council, which is celebrating its 25th anniversary. This organization helped transform Northwest Arkansas into an economic powerhouse. In 1990, business and community leaders created a cooperative regional business foundation with a focus on what is best for the region. Now, 25 years later, the council has strengthened partnerships and achieved many successes.

Early on, the council recognized the importance of expanding the region's infrastructure. It planted the seeds for development by pursuing the construction of a new regional airport, an interstate to connect western Arkansas, and a massive 2-ton water system to serve Benton and Washington Counties.

These priorities laid the foundation for the expansive growth and development of the region. Northwest Arkan-

sas continues to flourish under the council's encouragement and vision. By focusing on the future and on mutually beneficial goals, the council is a leader in visualizing and promoting investments that meet the needs of citizens and local businesses. In recent years, the council's goals have expanded toward growing the region's workforce, including increasing the number of high school and college graduates and attracting top talent.

This unique partnership encourages communities throughout the region to think about long-term goals and creates a strategic plan to accomplish them. What is impressive is that the council consistently achieves most of its goals, often ahead of schedule.

The council is a model for success. Economic development regions across Arkansas and throughout the country use the council as a model, with hopes of achieving similar success. The council has demonstrated the value of cooperation and collaboration, as well as the importance of keeping attention focused on common ground and shared interests.

I congratulate the Northwest Arkansas Council on its 25-year commitment to growth and development and for continuing to make the region better through infrastructure improvements, workforce development, and regional stewardship. I look forward to continuing to work with the Northwest Arkansas Council and seeing its future achievements.●

##### REMEMBERING SHERIFF RALPH LAMB

• Mr. HELLER. Mr. President, today we honor the life and legacy of former Clark County Sheriff Ralph Lamb, whose passing signifies a great loss to Nevada. I send my condolences and prayers to his wife Rae and all of Mr. Lamb's family in this time of mourning. He was a man committed to his family, his country, his State, and his community. Although he will be sorely missed, his legendary influence throughout the Silver State will continue on.

Mr. Lamb was born on April 10, 1927, in a small ranching community in Alamo. He was one of 11 children who helped on the family farm and worked in the local schoolhouse to support the family. At 11 years old, his father was killed in a rodeo accident, and he was taken in by his oldest brother Floyd Lamb. Mr. Lamb served in the Army during World War II in the Pacific Theater, later returning to Nevada. He became a Clark County deputy sheriff and soon after was named chief of detectives. In 1954, he left the Clark County Sheriff's Department to form a private detective agency.

It wasn't until 1958 that Mr. Lamb showed interest in returning to the department. He was named Clark County Sheriff in 1961 and served under this title for 18 years, an unprecedented amount of time that continues to be