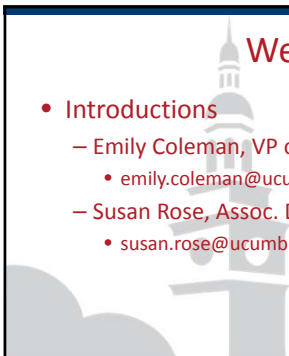


Using Faculty Credentialing to Ensure Best Practice

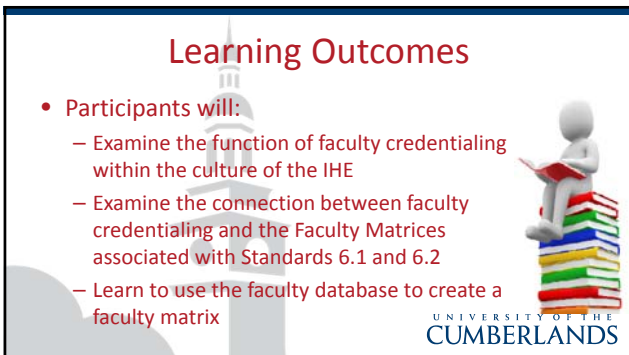
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Welcome

- Introductions
 - Emily Coleman, VP of Student Services
 - emily.coleman@ucumberlands.edu
 - Susan Rose, Assoc. Dean of Academic Affairs
 - susan.rose@ucumberlands.edu

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Learning Outcomes

- Participants will:
 - Examine the function of faculty credentialing within the culture of the IHE
 - Examine the connection between faculty credentialing and the Faculty Matrices associated with Standards 6.1 and 6.2
 - Learn to use the faculty database to create a faculty matrix


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What challenges has your institution overcome to maintain a healthy foundation?




Group Discussion

- How does your campus define what falls under the term "faculty credentialing"?
 - How has your campus defined a credentialed faculty given the transition in the Standards, especially the removal of 3.54?
- Who is responsible for credentialing faculty once the parameters have been defined?
- How do Academic Departments/Colleges/ Schools collaborate with Academic Affairs on your campus to address faculty credentialing?




*Large Group Discussion of these will fall in with presentation as these topics come up



Presentation Overview

- History
- UC Components and Initial Framework
- Adjustments based on feedback
- UC Definition of Qualified Faculty
- Key Points of Departmental/Administrative Collaboration
- Review: Faculty Credentialing Tools
- Closing
- Questions



History

- SACSCOC
 - Guidelines established in 2006
 - Emphasized as guidelines in 2018 Publication of Standards
- Institutional
 - Follow SACSCOC guidelines

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UC Components and Initial Framework (1 of 5)

- UC's definition of what falls under "qualified faculty"
 - Good Teachers = Student Success



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UC Components and Initial Framework (2 of 5)

- Who is responsible for faculty credentialing
 - Collaborative Effort: Teaching/Practice driven culture on campus



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UC Components and Initial Framework (3 of 5)

• **Developed Faculty Credentialing Database**

- Showcases Collaboration
 - Involves all stakeholders
- Ensures faculty are qualified



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UC Components and Initial Framework (4 of 5)

• **Faculty Credentialing Components**

- Demographic Information
 - Name
 - School/Department
 - Faculty Position (Part-time or Full-time)
 - Ethnicity: White
- Course Assignment(s)
- Academic Credentials
- Additional Qualifications



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UC Components and Initial Framework (5 of 5)

• **Process for Faculty Credentialing**

- Begins with faculty led by Department Heads
- Continues to School Leads
- Finishes in Academic Affairs



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Adjustments Based on Faculty Feedback

- Use of Assessments/
Collaboration
 - Program Design
 - Implementation



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UC Definition of Success (With Data)

- Components in the SACSCOC Faculty Matrix
- Components on UC's Faculty Evaluation
- Student Success
 - GPA and Retention



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Group Discussion

- Questions
- Sharing Faculty Credentialing best practices
from each campus represented



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Key Points of Departmental/
Administrative Collaboration (1 of 2)

- Direct Administrative Communication with Deans and Chairs



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Key Points of Departmental/
Administrative Collaboration (2 of 2)

- AA Administration working with those resistant to Change
 - Strategies (How to Train a Dinosaur)



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Faculty Credentialing Tools

- Form
- Database

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Conclusion

- Goals of Faculty Credentialing
 - Ensure Quality (and Qualified) Faculty
 - Provide a Resource for Collection of Data
 - Produce an Electronic Faculty Matrix

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Wrap up

- Closing Questions



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