



UNIVERSITY OF
SOUTH CAROLINA

The Nuts and Bolts of Implementing a
Robust Faculty Qualifications System

2018 SACSCOC Annual Meeting

Presenters

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10 years experience in Higher Ed

Quick Audience Poll

What is your role?

- Faculty
- Staff
- Administration
- Other?

Quick Audience Poll

Role?

Primary Work Area?

- Assessment / IE
- Institutional Research
- HR
- Other?

Participant Learning Outcomes

- Participants will understand the core components of a faculty qualifications system and how they relate to key faculty reporting standards
- Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.
- Participants will learn strategies for communicating and training users how to develop and utilize various workload reports.
- Participants will be able to recognize key reporting components and how they can inform workload and hiring practices.

Context: Who We Are

- Flagship university
 - Part of an 8-campus state system of public institutions
 - Columbia campus approx. 35,000 undergraduate and graduate students
 - Over 1,600 FT and 1,800 PT faculty teaching during 2017-2018 academic year

Context: Who We Are

- Flagship university
- 14 colleges and schools
 - 3 professional schools (MD, Law, Pharmacy)
 - Top ranked honors college

Context: Who We Are

- Flagship university
- 14 colleges and schools
- Approximately 300 undergraduate, graduate, and professional programs

Context: Who We Are

- Flagship university
- 14 colleges and schools
- Approximately 300 undergraduate, graduate, and professional programs
- Carnegie classification: highest research activity
 - \$250 million sponsored award funding

Reporting Cycle

- SACSCOC Interim Report: 2017
- SACSCOC Reaffirmation Class of 2021

Standard 6.2a

For each of its educational programs, the institution:

- a. justifies and documents the qualifications of its faculty members.

Outcome: Participants will understand the core components of a faculty qualifications system and how they relate to key faculty reporting standards

- Does your institution have a policy related to faculty qualifications?
- USC policies and procedures

Outcome: Participants will understand the core components of a faculty qualifications system and how they relate to key faculty reporting standards

- Does your institution have supporting resources readily available?
- Supporting resources at USC

Outcome: Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.

- Minimum standard
 - Matching degree with course subject and level
 - Must confer with institution's own policy regarding qualifications
 - Undergraduate teaching = doctorate or masters in teaching discipline;
 - OR masters + 18 hours in discipline
 - Graduate/post-baccalaureate teaching = terminal degree in teaching discipline;
 - OR terminal degree in a related discipline

Outcome: Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.

- What do you need to know to make a match?
 - Field/discipline and level of course (CIP codes)
 - Field/discipline and degree level of instructor of record (CIP codes)

Outcome: Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.

- What do you need to know to make a match?
- Commonly used supporting resources
 - NCES taxonomy
 - Faculty transcripts
 - Specialized software

Outcome: Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.

- Challenges
 - Accuracy
 - Course CIP code data
 - Faculty degree information

Outcome: Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.

- Challenges
 - Accuracy
 - Continuous Compliance
 - Updates to roster components
 - Loss of institutional knowledge

Outcome: Participants will gain knowledge about the necessary data and editing procedures necessary to develop a faculty qualifications system and related data sets.

- Challenges
 - Accuracy
 - Continuous Compliance
 - Consistency

Outcome: Participants will learn strategies for communicating and training users how to develop and utilize various workload reports

- Start early
 - Large amount of data
 - Need for campus-wide support

Outcome: Participants will learn strategies for communicating and training users how to develop and utilize various workload reports

- Start early
- Reluctance to change
 - Engage at the level of the dean
 - Work with Human Resources

Outcome: Participants will learn strategies for communicating and training users how to develop and utilize various workload reports

- Start early
- Reluctance to change
- Introducing new technologies
 - Training sessions
 - Recognition of 10-year SACSCOC cycle

Outcome: Participants will learn strategies for communicating and training users how to develop and utilize various workload reports

- Start early
- Reluctance to change
- Introducing new technologies
- **Data cookbook**
 - Functions as documentation process
 - Ensures consistency and retention of knowledge processes

Outcome: Participants will be able to recognize key reporting components and how they can inform workload and hiring practices.

- Matching report
- Producing a four column report
 - Faculty, faculty degree, courses taught, and additional qualifications
- List of faculty who are under-credentialed
- Course/credit hour report based on instructor type
- Grade distribution by instructor type

Conclusion

What's Next? Questions?



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