

## Faculty Qualifications: *Presenting the Case*

**Annual Meeting 2019**  
**Houston**

**John Hardt**, Vice President  
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Southern Association of Colleges and Schools  
Commission on Colleges

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## OVERVIEW

- Faculty Qualifications in Context of Section 6: Faculty
  - Primary focus on 6.2.a (*Faculty qualifications*)
  - Brief attention to 6.1 (*Full-time faculty*) and other parts of 6.2: b (*Program faculty*) and c (*Program coordination*)
- Things to Consider Prior to Submitting Your Compliance Certification
- Considerations after the Off-Site Review
- Case Examples
- Questions, Answers, and Discussion

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## CORE REQUIREMENT 6.1

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (*Full-time faculty*) (**Core Requirement**)

## REQUIREMENT 6.2.b

For each of its educational programs, the institution  
b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (*Program faculty*)

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### 6.2.c (Program Coordination)

- For each of its educational programs, the institution assigns appropriate responsibility for program coordination.
  - *Important in ensuring quality of educational programs*
  - *Person or persons responsible for program coordination are qualified in the fields appropriate to the curricular content*
  - *What is the organizational structure and how does this affect the assignment of appropriate responsibility for program coordination?*

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### COMPREHENSIVE STANDARD 6.2.a

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.  
**(Faculty qualifications)**

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### Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)

The institution must:

- Employ competent faculty members qualified to accomplish the mission and goals of the institution
- Determine acceptable qualifications of its faculty
- Justify and document the qualifications of ALL faculty (full-time and part-time) at all locations, for all courses and modes of delivery

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

This includes:

- All FT and PT faculty teaching credit courses that can be part of a degree, certificate, diploma or other credential; faculty teaching developmental or remedial courses; and teaching assistants who are the instructors of record

Use the Faculty Roster Form for FT and PT faculty to report the qualifications of faculty

*Note - Guidelines are **NOT** requirements*

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**Frequently Observed Institutional Evidence**

- Board of Trustees approved mission statement
- Board of Trustees approved goals
- Illustration of the correlation between the institution's mission statement and faculty qualifications

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**Frequently Observed Institutional Evidence**

- Board of Trustees approved policy for minimum qualifications required for faculty
- Faculty employment policies and procedures
- Faculty qualifications and credentialing requirements for disciplines, programs and courses

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**Frequently Observed Institutional Evidence**

- Policy/procedures for determining exceptions for required qualifications
- Policy/procedures for evaluating FT and PT faculty qualifications and credentials

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**The institution is responsible for justifying and documenting qualifications of FT and PT faculty**

- Evidence does not always speak for itself
- Connect qualifications and course content
- Make information user friendly and easily accessible

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**Flexibility and Responsibility**

- Greater flexibility means greater opportunity to employ/assign the best qualified faculty
- Greater flexibility means greater **responsibility** on an institution to “make its case”

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**Flexibility and Risk**

- The higher the traditional degree expectation, the more challenging the justification for other types of faculty qualifications
- The later an institution is in its monitoring period, the more conservative it should be when justifying other types of faculty qualifications

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**The institution must document the qualifications of its faculty (make its case)**

- Undergraduate and graduate degrees, as appropriate
- Related work experience in the field
- Professional licensure and certification

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**The institution must document the qualifications of its faculty (make its case)**

- Honors and awards (research and publications)
- Continuous documented excellence in teaching
- Other documented competencies and achievements that contribute to effective teaching and student learning outcomes

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**Basic Understanding of Comprehensive Standard 6.2.a (Faculty Qualifications)**

**Institutional Evidence**

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Identify faculty member by full name and indicate whether each individual is FT or PT	List specific courses taught by term, prefix, number, title and whether the course is developmental, undergraduate nontransferable, undergraduate transferable, or graduate	List degrees by title, major, date, and institution Identify specific graduate courses related to the courses taught listed in column 2, as needed	List other relevant qualifications related to the courses taught listed in column 2, as needed

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**Prior to Compliance Certification Due Date**

**Ask Yourself:**

- Are our institution's mission and goals current?
- What are our institutional policies and procedures regarding full-time and part-time faculty qualifications and credentials?
- Do they accurately reflect current practice regarding faculty credentialing?

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**Prior to Compliance Certification Due Date**

- Do we have an explicit process for approving faculty to teach?
- Is it automated?
- How do we document "other" qualifications?  
*Remember: the higher the traditional degree expectations, the more challenging the justification will be for "other" types of qualifications.*

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**Prior to Compliance Certification Due Date**

- Have we verified that all academic transcripts are official documents?
- Can we provide evidence that international credentials have been properly evaluated by an appropriate agency?
- Have we determined how we will handle access to official transcripts and personnel files? *This needs to be determined both for the off-site committee review and the on-site committee review.*

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**Optional Additional Form**

- Institutions may now choose to use an alternative form for those faculty members who were actively teaching at the time of the institution's prior comprehensive review (*Faculty from Prior Review*), provided that those faculty members were deemed qualified at the time of the prior review and are currently teaching courses with the same content and at the same level.

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**Responding to concerns about individual faculty members**

1--Provide additional information to demonstrate that the identified individuals are qualified for their specific instructional assignments

*(strongest cases align course content with specific academic and/or professional experience [externally validated])*

**AND/OR**

2—Document that someone else, with appropriate qualifications, is now teaching the identified course(s)

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### Case Example: Scenario One (A)

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Robert Doolittle (F)	<p>Fall 2018</p> <p>BIO 211 Human Anatomy and Physiology I (3) (UT)</p> <p>BIO 211 (L) Human Anatomy and Physiology I Lab (UT)</p> <p>Spring 2019</p> <p>BIO 212 Human Anatomy and Physiology II (3) (UT)</p> <p>BIO 212 (L) Human Anatomy and Physiology II Lab (UT)</p>	DVM, North Carolina State Univ., 1995	

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### Case Example: Scenario One (B)

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
James Watson (F)	<p>Fall 2018</p> <p>BIO 211 Human Anatomy and Physiology I (3) (UT)</p> <p>BIO 211 (L) Human Anatomy and Physiology I Lab (UT)</p> <p>Spring 2019</p> <p>BIO 212 Human Anatomy and Physiology II (3) (UT)</p> <p>BIO 212 (L) Human Anatomy and Physiology II Lab (UT)</p>	<p>DPM (Podiatry), Temple Univ., 2002; and BS Biology, Virginia Tech, 1993</p> <p>Graduate coursework includes Histology, Gross Anatomy, Neuroanatomy, Lower Extremity Anatomy, Pathology, Principles of Pathology, Podiatric Orthopedics, Cadaver surgery (36 sh)</p>	

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### Case Example: Scenario Two

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Joseph Walker (P)	<p>Spring 2019</p> <p>ACCT 201 Fin. Acct. (UT)</p>	DBA (International Business), 2007	
Miriam Panetta (P)	<p>Fall 2018</p> <p>BUS 312 Marketing (UT)</p> <p>BUS 415 Social Media Marketing (UT)</p>	MBA, University of Wyoming, 1995	
Michael Smith (P)	<p>Fall 2018</p> <p>BUS 321 Management Info. Systems (UT)</p>	MS (Sports Management), Southern New Hampshire Univ., 2009	

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### Case Example: Scenario Three

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Polly Thomas (P)	Spring 2019 PSY 201 General Psychology (UT) SOC 201 Intro. to Sociology (UT)	M.Ed. (Special Education), Free Minds University, 2012	
Michael Smith (P)	Fall 2018 PSY 201 General Psychology (UT) PSY 320 Abnormal Psychology (UT)	MS (Counseling), Univ. of Central Florida, 2009	

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### Case Example: Scenario Four

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Francis Weaver (F)	Fall 2018 PHI 101 Logic (3) (UT) PHI 201 Ethics (3) (UT) PHI 301 Aesthetics (3) (UT) Spring 2019 REA 075 Introductory Strategies for College Reading (1) (D) REA 175 Reading in College (3) (UN) PHI 101 Logic (3) (UT)	Ph.D. (Philosophy), University of Tennessee, 2004	Faculty chair of QEP which seeks to improve reading ability in students. No graduate courses taken with REA prefix, but linked document matches list of reading outcomes with philosophy coursework.

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### Case Example: Scenario Five

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Paul Revere (F)	Fall 2018 HIS 101 Western Civilization I (3) (UT) HIS 201 American History I (3) (UT) HIS 202 American History II (3) (UT) Spring 2019 HIS 102 Western Civilization II (3) (UT) HIS 201 American History I (3) (UT) HIS 202 American History II (3) (UT)	MA (Education), Western Carolina Univ., 1978; BA (History), Warren Wilson College, 1975. Graduate work includes: HIST 505 US History for Secondary Schools, HIS 520 American Colonial, HIS 530 Nineteenth-Century American History, MH 510 Military History (12 sh)	

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### Case Example: Scenario Six

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
James Romero (P)	<u>Spring 2012</u> MAT 018, Prealgebra (3) (D) MAT 028 Elementary Algebra (3) (D) MAT 105, College Algebra (UT)	MA (Mathematics Education), Fayetteville State Univ., 2001	

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### Case Example: Scenario Seven

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Roseanne Strong (P)	<u>Spring 2012</u> SPC 2608, Introduction to Public Speaking (3) (UT)	MA (English), Eastern Kentucky Univ., 2008; also earned 18 graduate hours in speech from Morehead State Univ., (2014), which includes six graduate semester hours in independent studies and research courses.	

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### Case Example: Scenario Eight

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Victoria DeLaRosa (P)	<u>Spring 2012</u> SPN 1120, Beginning Spanish I (3) (UT) SPN 1121, Beginning Spanish II (3) (UT)	MA (Modern Languages), Universidad Inca Garcilaso de la Vega (Peru), 1988, including nine graduate semester hours in Spanish and nine graduate semester hours in Portuguese. (All graduate courses, with the exception of Portuguese, were taught in Spanish).	

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### Case Example: Scenario Nine

Faculty Member's Name and Status	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Skylar Hubble (F)	Spring 2019 AST 1002, Introduction to Astronomy (3) (UT)	Master of Arts in Interdisciplinary Studies (Mathematics and Physical Science), Jackson State Univ., 1992. Outside of the degree, he also earned 18 graduate sh in physics.	He has photographed and published articles about his personal observations of four total solar eclipses in various parts of the world.

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### Overall Summary

*(from Resource Manual)*

- It is the institution's obligation to justify and document the qualifications of its faculty. Determination of the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional, additional justification is needed for these cases as compared to cases where the academic credentials are a "perfect match" for the teaching assignments.

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### Questions, Answers, Discussion

*Please complete session evaluation form*

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