Section 6: Faculty
Presenting the Case
Summer Institute - 2019

John Hardt, Vice President
Michael Hoefer, Vice President

Southern Association of Colleges and Schools
Commission on Colleges
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Dallas, Texas

OVERVIEW
• Basic Introduction to 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

Section 6: Faculty
• 6.1 Full-time faculty [CR]
• 6.2.a Faculty qualifications
• 6.2.b Program faculty
• 6.2.c Program coordination
• 6.3 Faculty appointment and evaluation
• 6.4 Academic freedom
• 6.5 Faculty development
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)

Basic Understanding of 6.1 (Full-time faculty) [CR]
The number of full-time faculty is sufficient to fulfill basic functions (as defined by institution) of:
- Curriculum design, development, and evaluation
- Teaching
- Identification and assessment of student learning outcomes
- Advising

Basic Understanding of 6.1 (Full-time faculty) (continued)
- research,
- creative activity
- Institutional, community, and professional service (as appropriate)

Therefore, quality and integrity not driven solely by the number of hours that full-time faculty are teaching.
- Macro level: Institutional
Basic Understanding of 6.1 (Full-time faculty) (continued)

- Items to consider:
  - Definitions of full-time, part-time faculty
  - Student-faculty ratio
  - Mission and how it affects number and type of faculty
  - Process for determining number of full-time faculty (including basis on which positions are added or deleted)
  - Responsibilities of full-time faculty
  - Policies on employment of part-time or adjunct faculty

6.2.b (Program faculty)

- Institutions employ sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review for each of its programs.

  - Faculty responsibilities discussed in 6.1 relevant here, but now viewed in context of support for each academic program
  - Academic programs are programs which award a credential as defined by the institution
  - A degree with a defined major is clearly a program (but certificates and other credentials may be also)

6.2.b (Program faculty) Cont.

- Items to consider:
  - Explanation of oversight of academic programs and processes
  - Disaggregation of full-time and part-time faculty by academic program
  - Responsibilities and functions of full-time faculty to support quality and integrity of the program
  - Definition of academic program for the institution
  - Inclusion of distance education and multiple sites in determination of adequate faculty

NOTE: IT IS UP TO THE INSTITUTION TO MAKE ITS CASE FOR COMPLIANCE
For each of its educational programs, the institution assigns appropriate responsibility for program coordination. Important in ensuring quality of educational programs, persons 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?

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (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
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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**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
- Board of Trustees approved policy for minimum qualifications required for faculty

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**Frequently Observed Institutional Evidence**

- Faculty employment policies and procedures
- Faculty qualifications and credentialing requirements for disciplines, programs and courses
- Policy/procedures for determining exceptions for required qualifications
- Policy/procedures for evaluating FT and PT faculty qualifications and credentials
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

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”

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
### 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

- 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

### Institutional Evidence

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

Identify specific graduate courses related to the courses taught listed in column 2, as needed
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?

Do we have a 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.

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.
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.

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)

Case Example: Scenario One (A)

<table>
<thead>
<tr>
<th>Faculty Member's Name and Status</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Robert Doolittle, FA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 2014</td>
<td>BIO 211 Human Anatomy and Physiology I (3) (UT) BIO 211(L) Human Anatomy and Physiology I Lab (UT) BIO 212 Human Anatomy and Physiology II (3) (UT) BIO 212(L) Human Anatomy and Physiology II Lab (UT)</td>
<td>DVM, North Carolina State Univ., 1995</td>
<td></td>
</tr>
</tbody>
</table>
### Case Example: Scenario One (B)

<table>
<thead>
<tr>
<th>Faculty Member’s Name and Status</th>
<th>Courses Taught</th>
<th>Academic Degrees &amp; Coursework</th>
<th>Other Qualifications &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Watson (F) Spring 2019</td>
<td>Biology 211 Human Anatomy and Physiology I (3) (UT)</td>
<td>DPM (Podiatry), Temple Univ., 2002; and BS Biology, Virginia Tech, 1993</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology 211(L) Human Anatomy and Physiology I Lab (UT)</td>
<td>Graduate coursework includes Histology, Gross Anatomy, Histopathology, Lower Extremity Anatomy, Prosection, Principles of Pathology, Podiatric Orthopedics, Cadaver surgery (396)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology 212 Human Anatomy and Physiology II (3) (UT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology 212(L) Human Anatomy and Physiology II Lab (UT)</td>
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</tr>
</tbody>
</table>

### Case Example: Scenario Two

<table>
<thead>
<tr>
<th>Faculty Member’s Name and Status</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Miriam Panetta (P) Fall 2018</td>
<td>BUS 312 Marketing</td>
<td>MBA, University of Wyoming, 1995</td>
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<tr>
<td></td>
<td>BUS 415 Social Media Marketing (UT)</td>
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<td></td>
<td>BUS 311 Management Info. Systems (UT)</td>
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</tbody>
</table>

### Case Example: Scenario Three

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</tr>
</thead>
<tbody>
<tr>
<td>Polly Thomas (P) Spring 2019</td>
<td>PSY 201 General Psychology (UT)</td>
<td>M.Ed. (Special Education), Free Minds University, 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 201 Intro. to Sociology (UT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Smith (P) Spring 2019</td>
<td>PSY 320 Abnormal Psychology (UT)</td>
<td>MS (Counseling), Univ. of Central Florida, 2009</td>
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<tr>
<td></td>
<td>PSY 201 General Psychology (UT)</td>
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<td></td>
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<tr>
<td></td>
<td>PSY 320 Abnormal Psychology (UT)</td>
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<td></td>
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</tbody>
</table>
### Case Example: Scenario Four

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</tr>
</thead>
<tbody>
<tr>
<td>Francis Weaver (F)  Spring 2019</td>
<td>REA 075 Introductory Strategies for College Reading (1) (D)</td>
<td>Ph.D. (Philosophy), University of Tennessee, 2004</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>REA 175 Reading in College (3) (UN)</td>
<td></td>
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<tr>
<td></td>
<td>PHI 101 Logic (3) (UT)</td>
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### Case Example: Scenario Five

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<tbody>
<tr>
<td></td>
<td>HIS 201 American History I (3) (UT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 202 American History II (3) (UT)</td>
<td></td>
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</table>

### Case Example: Scenario Six

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</tr>
</thead>
<tbody>
<tr>
<td>James Romero (F)  Spring 2019</td>
<td>MAT 018, Prealgebra (3) (D)</td>
<td>MA (Mathematics Education), Fayetteville State Univ., 2001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 028 Elementary Algebra (3) (D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 105, College Algebra (3) (D)</td>
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</tbody>
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### Case Example: Scenario Seven

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Roseanne Strong (P) Spring 2019</td>
<td>SPC 2608, Introduction to Public Speaking (3)</td>
<td>MA (English), Eastern Kentucky Univ., 2008; also earned 18 graduate hours in speech from Morehead State Univ., (2014), which includes 6 graduate semester hours in independent studies and research courses.</td>
<td></td>
</tr>
</tbody>
</table>

### Case Example: Scenario Eight

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</tr>
</thead>
<tbody>
<tr>
<td>Victoria DeLaRosa (P) Spring 2019</td>
<td>SPN 1120, Beginning Spanish I (3) and SPN 1121, Beginning Spanish II (3)</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Case Example: Scenario Nine

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<th>Other Qualifications &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skylar Hubble (P) Spring 2019</td>
<td>AST 1002, Introduction to Astronomy (3)</td>
<td>Master of Arts in Interdisciplinary Studies (Mathematics and Physical Science), Jackson State Univ., 1992. Outside of the degree, he has earned 18 graduate credit hours.</td>
<td></td>
</tr>
</tbody>
</table>

He has photographed and published articles about his personal observations of four total solar eclipses in various parts of the world.
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 justification is needed for these cases as compared to cases where the academic credentials are a “perfect match” for the teaching assignments.