

# Faculty Qualifications: *Presenting the Case*

## SACSCOC Annual Meeting

**December 10, 2018**  
**New Orleans**

**John Hardt**, Vice President  
**Michael Hoefler**, Vice President

Southern Association of Colleges and Schools  
Commission on Colleges

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## OVERVIEW

- Primary focus: Comprehensive Standard 6.2.a (*Faculty qualifications*)
  - Brief attention to 6.1 (*Full-time faculty*), 6.2.b (*Program faculty*), and 6.2.c (*Program coordination*)
- Things to Consider Prior to Your Compliance Certification Due Date
- 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 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.*

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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

- Dr. Doolittle is a practicing Veterinarian who holds the Doctor of Veterinary Medicine. He is teaching Anatomy and Physiology in an associate degree nursing program.
- *In your opinion is Dr. D. qualified to teach A&P to these nursing students? What additional information might be necessary for you to make a judgment?*

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### Case Example: Scenario One B

- James Watson is teaching Bio 210 A&P I and Bio 211 A&P II for associate degree programs. His academic credentials include the DPM (Podiatry) and BS Biology
- Graduate coursework includes Histology, Gross Anatomy, Neuroanatomy, Lower Extremity Anatomy, Physiology, Principles of Pathology, Podiatric Orthopedics, Cadaver surgery (36 sh)
- *In your opinion is Dr. Watson qualified?*

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### Case Example: Scenario Two

- Paul Revere is teaching at the associate degree level and has an MA (Education) and a BA (History). He is teaching HIS 101, Western Civilization, HIS 201 American History I, and American History II.
- His graduate work includes, HIST 505 US History for Secondary Schools, HI 520 American Colonial, HI 530 Nineteenth-Century American History, MH 510 Military History.
- *In your professional opinion is he qualified to teach these courses?*

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**Case Example: Scenario Three**



Ms. Roseanne Strong earned a Master of Arts in English from a regionally accredited university and 18 graduate semester credit hours in Speech from a different regionally accredited university. Of the 18 graduate semester credit hours in Speech, six graduate semester credit hours were in independent studies and research courses. She would like to teach SPC 2608, Introduction to Public Speaking.

*In your opinion, do Ms. Strong's academic credentials qualify her to teach this public speaking course?*

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**Case Example: Scenario Four**



Ms. Victoria DeLaRosa earned a Master of Arts in Modern Languages from the Universidad Inca Garcilaso de la Vega located in Lima, Peru. She earned nine graduate semester hours in Spanish and nine graduate semester hours in Portuguese. All of Ms. DeLaRosa's graduate courses, with the exception of Portuguese, were taught in Spanish. Ms. DeLaRosa would like to teach SPN 1120, Beginning Spanish I, and SPN 1121, Beginning Spanish II.

*In your opinion, do Ms. DeLaRosa's academic credentials qualify her to teach these two Spanish courses?*

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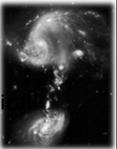
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**Case Example: Scenario Five**



Mr. Skylar Hubble earned a Master of Arts in Interdisciplinary Studies (Mathematics and Physics Science) from a regionally accredited university and also has 18 graduate semester credit hours in Physics. He has photographed and published articles about his personal observations of four total solar eclipses in various parts of the world. He would like to teach AST 1002, Introduction to Astronomy.

*In your opinion, do Mr. Hubble's academic credentials qualify him to teach this astronomy course?*

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NASA/courtesy of ppsimages.org

**Case Example: Scenario Six**

(MAT0018+MAT0028) = ?  
MAC1105

Mr. James Romero earned a Master of Arts in Mathematics Education from a regionally accredited university. He has taught two college preparatory mathematics courses (remedial), MAT 0018, Prealgebra, and MAT 0028, Elementary Algebra, for ten years. He would like to teach MAC 1105, College Algebra, a course that is transferrable to all of the state universities in the state where Mr. Romero resides.

*In your opinion, do Mr. Romero's academic credentials qualify him to teach College Algebra (MAC1105)?*

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**Case Example: Scenario Seven**



Dr. Francis Weaver possesses a Ph.D. in Philosophy from a regionally-accredited university. He is teaching reading and is the faculty chair for the Quality Enhancement Plan (QEP) which is related to improving reading scores at the college. There are no courses with REA prefixes on Dr. Weaver's transcript; however, the college has provided a list of reading outcomes and matched Dr. Weaver's philosophy course work to each of the reading outcomes.

*In your opinion, is Dr. Weaver qualified to teach reading courses and to head the QEP committee?*

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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**

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