Using Faculty Credentialing to Ensure Best Practice

Welcome
• Introductions
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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
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

UC Components and Initial Framework (1 of 5)

- UC’s definition of what falls under “qualified faculty”
  - Good Teachers = Student Success

UC Components and Initial Framework (2 of 5)

- Who is responsible for faculty credentialing
  - Collaborative Effort: Teaching/Practice driven culture on campus
UC Components and Initial Framework (3 of 5)

• Developed Faculty Credentialing Database
  – Showcases Collaboration
    • Involves all stakeholders
    – Ensures faculty are qualified

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

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
Adjustments Based on Faculty Feedback

- Use of Assessments/Collaboration
  - Program Design
  - Implementation

UC Definition of Success (With Data)

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

Group Discussion

- Questions
- Sharing Faculty Credentialing best practices from each campus represented
Key Points of Departmental/Administrative Collaboration (1 of 2)
• Direct Administrative Communication with Deans and Chairs

Key Points of Departmental/Administrative Collaboration (2 of 2)
• AA Administration working with those resistant to Change
  – Strategies (How to Train a Dinosaur)

Faculty Credentialing Tools
• Form
• Database
Conclusion

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

Wrap up

• Closing Questions