The Nuts and Bolts of Implementing a Robust Faculty Qualifications System

2018 SACSCOC Annual Meeting
Presenters

Sabrina Andrews
Executive Director,
Office of Institutional Research, Assessment and Analytics
Over 20 years experience in IR/Higher Ed.
Both SACSCOC and non-SACSCOC accredited schools

Brittany Ashley
General Education Assessment Manager,
Office of Institutional Research, Assessment and Analytics
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?