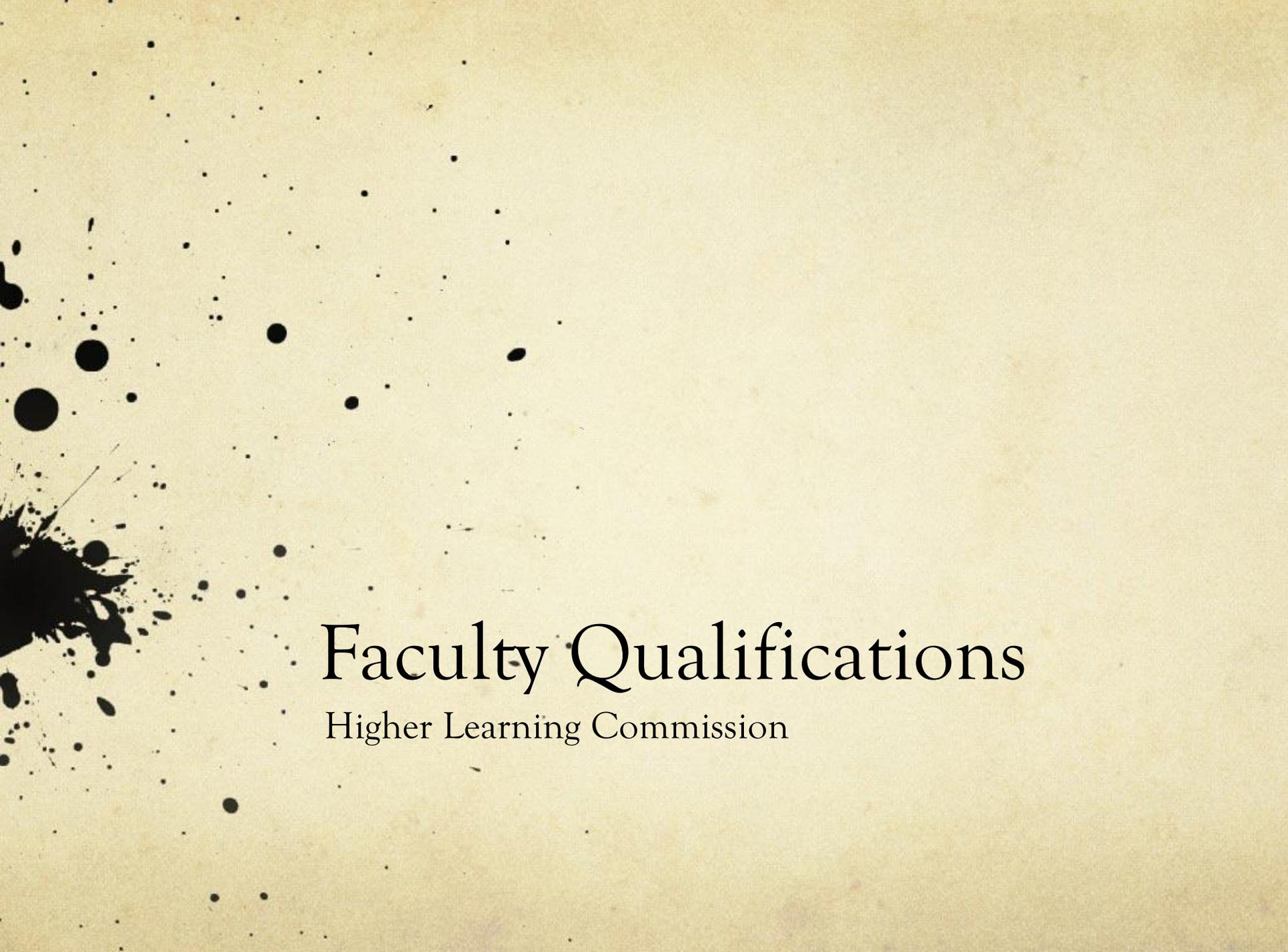




Accreditation Notes- Faculty Qualifications



Faculty Qualifications

Higher Learning Commission

Background

- The Higher Learning Commission's (HLC) Board of Trustees approved revisions to Assumed Practice B.2, *Faculty Roles and Qualifications*, at its June 2015 meeting.
- As revised, institutions accredited by HLC must identify qualified faculty members primarily by credentials, but other factors, including tested experience, may be considered

Focus on all faculty

- The revisions focused on the minimum qualifications for all faculty: full-time, part-time, adjunct, temporary, non-tenure track, and dual credit; the requirements also apply to teaching assistants supervised by faculty.
- All HLC-accredited institutions must be in compliance no later than Sept. 1, 2017, with the revised Assumed Practice. (HLC also clarified the interpretation of related Core Components 3.C.1-2 and 4.)

Credentials

Examples

- Faculty teaching in higher education should complete a program of study in the discipline or subfield in which the faculty member teaches that is one level above the courses the member is developing or teaching.
- Faculty teaching undergraduate programs should hold a master's degree in the field the faculty member is teaching.
- Faculty teaching a general education course should hold a master's degree or higher in the discipline or subfield related to the course. If the faculty member holds a master's degree or higher but is teaching outside his or her discipline or subfield, the faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which he or she is teaching.

More examples

- Faculty teaching in career or technical education should hold a bachelor's degree in the field and/or combination of education, training and testing experience.
- Faculty teaching graduate programs should hold a terminal degree in the faculty member's discipline or field and have a record of research and scholarship.
- Faculty teaching doctoral education should have a terminal degree and research and scholarship appropriate to the degree being offered.
- Faculty teaching dual credit courses must hold the same minimal qualifications as other teachers teaching on the institution's campus. The faculty member must have completed a program one level above that of the program he or she is teaching. (Thus, dual credit faculty must hold master's degrees in the fields or disciplines they are teaching.)

Knowing what students should learn

- Within a specific discipline or field of study, “the faculty and staff needed for effective, high-quality programs and student services” stated in Core Component 3.C. refers to a faculty member’s ability to understand and convey the essentials of the discipline that a student should master at various course and programs levels. Qualified faculty should be able to engage professionally with colleagues in determining the specific, stated learning objectives for all graduates of a specific program as well as possess the full scope of knowledge, skills, and dispositions appropriate to the degree awarded.

Tested Experience

- An institution may measure tested experience, including the breadth and depth of experience outside the classroom in real-world situations, as a qualification for a faculty member to teach a particular course.
- However, in order for the institution to consider tested experience, the institution must have a well-defined policy and procedure that sets forth the minimum thresholds of experience needed to be hired to teach the course.

Minimum Thresholds and Policy

- should include the skill sets, certification, and amount of real-world experience to be considered adequate to meet the minimum qualification standard.
- The policy must be reviewed through the faculty governance process of the institution. Institutions should document in personnel files all faculty, adjunct, part-time or others who will be allowed to teach on the basis of tested experience to show they are minimally qualified

What This Means For You

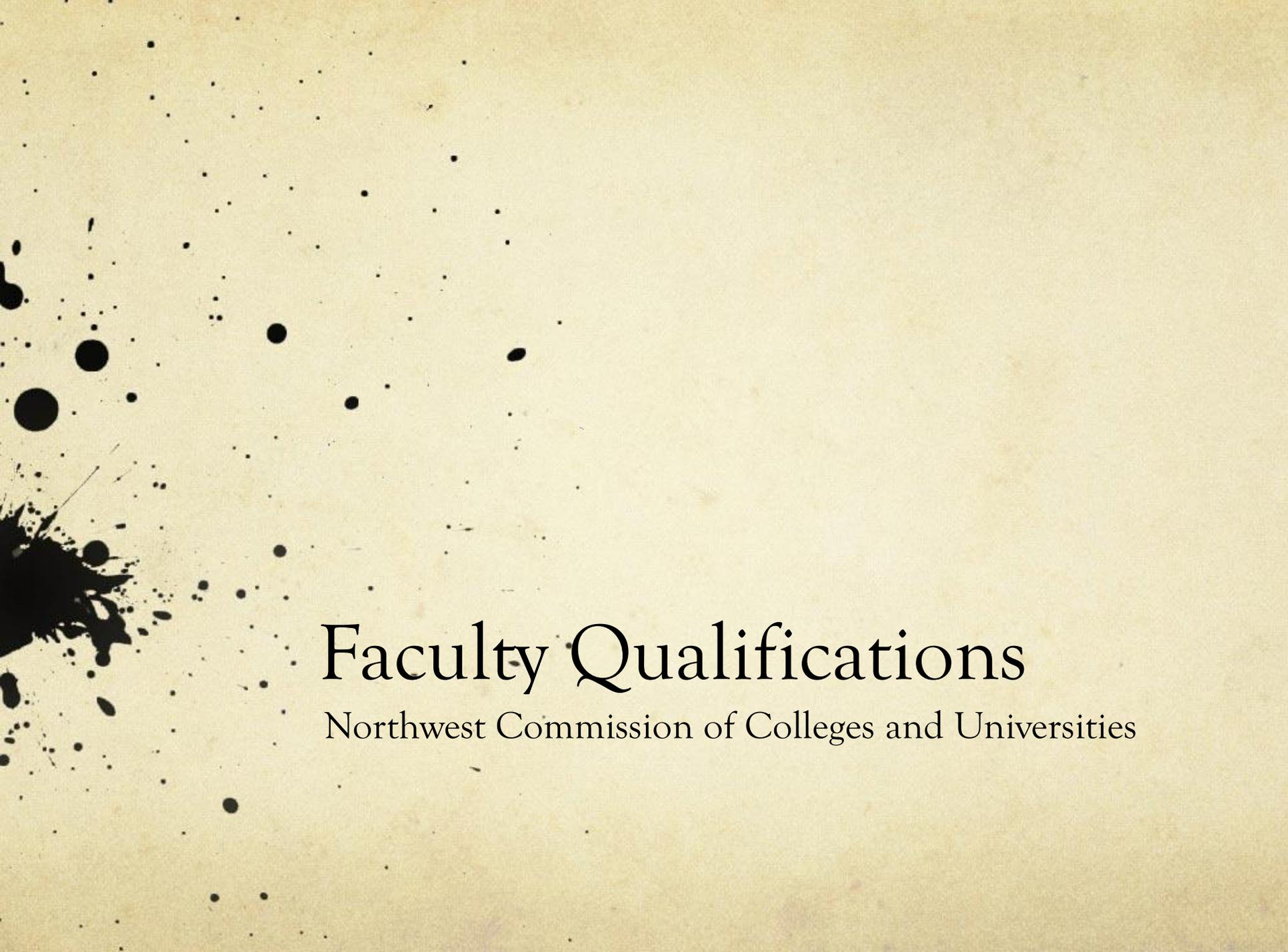
- All HLC institutions must be in compliance with Assumed Practice B.2 on Sept. 1, 2017. Institutions reviewed prior to Sept. 1, 2017, do not need to submit review information as if they are meeting the revised Assumed Practice B.2, but must identify their process to determine minimal qualifications for faculty in Core Component 3C, which has not changed. These institutions will not be subject to any consequence if they are not in compliance with the revised Assumed Practice B.2.

What This Means For You

- Institutions reviewed after Sept. 1, 2017, will be expected to be in compliance. If they are not in compliance, HLC may decide to continue to monitor the institutions' plans to come into compliance with the Assumed Practice. HLC has been explicit that the revisions to Assumed Practice B.2 should not be the basis to terminate any faculty member for performance issues.

What This Means For You

- all institutions should analyze whether their faculty currently meet minimum qualifications under HLC's guidance and, if they do not, begin developing a plan to come into compliance prior to Sept. 1, 2017.
- In addition, if your institution is using tested experience as a basis for minimum qualification, your institution should begin developing a policy and procedure as required by Assumed Practice B.2.



Faculty Qualifications

Northwest Commission of Colleges and Universities

Eligibility Requirements

- 24 eligibility requirements – adopted 4/15/2010
- **FACULTY**

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered. (*Standard 2*)

5 Standards

- Standard 1: *(Mission, Core Themes, and Expectations).*
- Standard 2: *(Resources and Capacity)*
- Standard 3: *(Planning and Implementation)*
- Standard 4: *(Effectiveness and Improvement)*
- Standard 5: *(Mission Fulfillment, Adaptation, and Sustainability)*

Standard Two – Resources and Capacity

Human Resources

- 2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.
- 2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Standard Two – Resources and Capacity

- 2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities
- 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Standard Two – Resources and Capacity

- 2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.
- 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

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Additional qualifications in areas of specialization.

- (a) Professional teaching personnel performing services for which advanced degrees are commonly available shall hold the equivalent of a master's degree in the field of their educational service from an accredited college or university or a bachelor's degree and professional expertise in the field of their educational service; or



Questions or Comments