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QEP Corner

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Issue
SIX



August 2020

SACSCOC and Me

timeline >>>

September 2020

Submit Focused Report, QEP, and video tour of campus and off-site locations to on-site committee for review.

Finalize technology preparations for virtual visit.

October 2020

Virtual on-site visit – October 26-29

Faculty Qualifications

Understanding the SACSCOC Standards

When some people think of SACSCOC, its role in the oversight of faculty credentials is the first topic that comes to mind. Faculty credentials is the #1 standard on which institutions are found non-compliant by off-site reaffirmation committees and remains in the top five standards for non-compliance through the on-site and Board of Trustee reviews.

What does the standard say?

SACSCOC standard 6.2a speaks to faculty credentials: *For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.*

What does that mean?

As an institution, we must establish minimum qualifications for our instructors and then document how the faculty we employ meet those qualifications. Years ago, SACSCOC had predefined requirements for faculty qualifications that we were required to follow. While this is no longer the case, we still must make our case to a group of peer reviewers that the qualifications we have established are appropriate for the courses being taught and for instructors in higher education.

What information is used?

A faculty member's academic credentials are always the starting point for determining the coursework someone is qualified to teach. For the majority of our faculty, the degree is sufficient. However, other factors can assist in determining the qualifications of an instructor to teach including industry certifications, professional licensure, work experience, etc.

Are qualifications different for different course levels?

Yes! Expectations are different depending on whether a course is transferable, nontransferable, or developmental. The general rule for a transferable course is a master's degree with 18 graduate semester hours in the teaching discipline. Some programs on our campus also must ensure that faculty meet the credentialing requirements of their program accreditor or state board.

What can I do to help?

Documentation! Keep records of professional development attended, particularly in the teaching discipline. Ensure external certifications are kept current. Maintain detailed employment records of professional experience related to the teaching discipline. ⚙️

What is a Success Coach?



Amanda Coggin, Assistant Producer at Studio 67 and member of the QEP Development Team and Marketing Sub-committee designed this graphic to help communicate the role of the Success Coach as a point of connection and support.

A Success Coach supports students' power to succeed by listening and seeking to understand their lives & needs.

- Help students navigate college
- Advocate on students' behalf
- Point of connection
- Data-informed proactive outreach
- Respond to early alerts
- Promote Student accountability
- Connect students to other supports
- Academic success strategies
- Academic advising and planning
- Use technology to prioritize outreach and track student progress

Keeping the End in Mind One Step at a Time

In preparation for our virtual visit, I wanted to remind Team Nash of a few things. The end goal of the QEP is that every student will be assigned a Success Coach that provides academic course planning, holistic support, and proactive outreach. However, this fully realized, data-informed, case management model will be gradually rolled out starting in Year 1 for full realization by Year 4 (if not sooner). In the meantime, the College is busy this Pilot Year as follows:

- Caseloads (other than Male Mentoring, and Early College) will not be assigned, but the initial team will be practicing coaching techniques and procedures both in-person and virtually.
- Baselines will be collected for assessment.
- The Success Coach comprehensive training program will be implemented and evaluated.
- An interconnected student check-in and usage tracking method for all NCC Success Network Partners/services will be identified for incorporation by Year 1.

- A “behind the scenes” advising protocol will be developed for gradual implementation beginning Year 1 (fully realized by Year 4 if not sooner). In this design, the program of study for each student will be built in collaboration with the student and Success Coach and submitted to the respective department chair or program faculty expert for approval. This “behind the scenes” advising ensures a student has regular access to his or her Success Coach for academic planning and provides respective program departments a safeguard for accuracy.
- One of the success tracking metrics for the QEP is that a student starts his or her success plan within 14 days of initiation by the Success Coach. As such, a needs assessment protocol and success plan workflow will be developed and tested.

This is just a highlight of how our long-term plans are built in a dynamic present.

Thank you to everyone who participated in the QEP quiz at professional development day. I have special prizes coming soon for everyone. Extra shout out to the quick on the draw winners as follows:

1. What does QEP stand for? - Amber Greer
2. What is the topic of the QEP? - Rebecca Williams - Extra Credit - Renee Martinez
3. Fill in the blank, mentorship of a Success Coach - Amber Greer
4. When is Year 1 of the QEP? Renee Martinez was first with 2021 but Eva Williams was first with the entire academic year 2021-2022
5. Name one of the 5 criteria a QEP is evaluated - Jay Peacock - assessment; Eva Williams - commitment of resources; Holly Carmichael - graduation % which would be an example of a success outcome.



from the standards >>>

Section 6: Faculty

“Qualified, effective faculty members are essential to carrying out the mission of the institution and ensuring the quality and integrity of its academic programs...Because student learning is central to the institution’s mission and educational degrees, the faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.”

6.1 – The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

6.2 – For each of its educational programs, the institution

- a. justifies and documents the qualifications of its faculty members
- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review
- c. Assigns appropriate responsibility for program coordination.

6.3 – The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

6.4 – The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

6.5 – The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Spotlight on...

Faculty

The work of the faculty applies to a variety of SACSCOC standards, including institutional assessment, student achievement, academic support services, and educational programs. In addition, SACSCOC also examines several standards that are narrowly focused on the institution's faculty base.

Number of faculty

Two different standards look at the number of full-time faculty that an institution employs. First, one standard looks at the "macro" issue of the number of full-time and part-time faculty teaching for the institution. There is not a set percentage of full-time faculty that SACSCOC requires. Rather, we make our case that the number of full-time faculty that we employ is sufficient to manage the basic functions of teaching, curriculum design, advising, and service. On a more "micro" level, SACSCOC also considers the number of full-time faculty for each program of the institution. Not only should the institution as a whole have a sufficient number of full-time faculty, each program should likewise have full-time faculty who are committed to providing oversight to the program and its curriculum.

Program Coordination

Similar to examining the number of faculty who teach in each program, the Commission also wants to ensure that there are individuals with appropriate qualifications to monitor the curriculum content and oversee

changes as they are needed over time. For example, at NCC, we have department chairs who maintain oversight for program management such as scheduling and budgeting. However, the chairs rely on faculty with expertise in the discipline to assist with selection of textbooks, equipment, addition and deletion of coursework in the program, etc. As an institution, we must demonstrate that we have faculty expertise for each of our programs.

Employment Policies

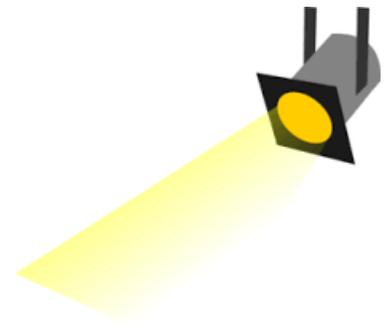
Standard 6.3 requires demonstration that the college publishes and implements policies related to appointment, employment, and evaluation of faculty. (A separate standard speaks to the evaluation of non-faculty personnel.) Evidence must show that evaluations are ongoing on a regular basis.

Academic Freedom

Academic freedom for faculty has long been a hallmark of importance in higher education. SACSCOC requires publication of a policy on academic freedom and explanation of how issues involving academic freedom have been resolved, if any.

Faculty Development

Finally, the Commission wants to ensure that institutions provide faculty with opportunities for personal scholarship. Policies supporting professional development as well as scheduled institutional development are included as evidence for this standard. ◇



On Perseverance...

*Success is not final;
failure is not fatal.
It is the courage to
continue that counts.*

--Winston S. Churchill

Shout Out!

A million shouts of thanks go to Andrew Small and Isaac Anderson for rapidly filming and producing a video tour not just of our campus but also of our off-campus sites at Southern Nash High, Rocky Mount High, and CITI High. Special thanks as well to Deana, Mindi, Trevor, Gary, Nakisha, Amanda, Tammie, Wendy, Jay, David, Chris, Joey, Jeff, Jerry, and Robert for setting up tours and/or participating in interviews as part of the videos. THANK YOU! 😊

final thoughts...

No one succeeds without effort... Those who succeed owe their success to perseverance.

RAMANA MAHARSHI



coming soon >>>

In The Next Issue

QEP Corner

QEP Feature

Reflections of a Reviewer

Final Preparations