



Faculty Credential Manual

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It is the policy of Florida International University to ensure that all teaching faculty (i.e., instructors of record) possess the academic preparation, training, and experience to teach in an academic setting and meet or exceed the minimum requirements of accrediting bodies and state agencies. This policy applies to all full-time and part-time teaching faculty and teaching assistants whether they are teaching on one of our campuses, on the web, or off campus (refer to: FIU Guidelines and Procedures for Credentialing Faculty - [http://academic.fiu.edu/academicbudget/Guidelines & Proc for Cred Fac 05132009.pdf](http://academic.fiu.edu/academicbudget/Guidelines%20&%20Proc%20for%20Cred%20Fac%2005132009.pdf)).

The University uses the Faculty Academic Information Reporting (FAIR) system to process the faculty credentials according to the set guidelines listed in this document.

FIU Credential Guidelines

The SACS Guidelines on faculty credentials are described below:

3.7.1. The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

SACS Credential Guidelines being used by FIU:

3.7.1. a Faculty teaching general education courses at the undergraduate level: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

3.7.1. d Faculty teaching baccalaureate courses: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline.

3.7.1. e Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

3.7.1. f Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

FIU Additional Credential Guidelines

3.7.1. g Meets the University's policy for Active Artistic/Special Talent will be used to credential individuals whose recent sustained artistic or creative accomplishments directly relates to their instruction of a specific course or set of courses. Because of their successful artistic and creative accomplishments (as attested to by their recognition through national honors, juried shows, grants, or professional renown) these faculty members unquestionably demonstrate a level of advanced accomplishment or understanding which enables them teach

the specific courses at a level which is actually beyond that simply guaranteed by attaining an advanced degree in the field. It is well understood that faculty members' artistic and creative careers can easily lead to the highest levels of performance in areas beyond those their advanced training prepared them to teach in, and this sort of clearance allows us to certify accomplished individuals for courses on the basis of clear demonstration of advanced accomplishment in the areas the courses address. Individuals whose accomplishments warrant such clearances are so cleared for a period of seven years, and at that point their accomplishments will be reassessed. Only continuing demonstration of this level of success will warrant continuing this method of clearing them for instruction of these courses.

3.7.1. h Meets the University's policy for Active Research will be used to credential individuals whose recent sustained record of research accomplishments directly relates to their instruction of a specific course or set of courses. Because of their successful research (as attested to by their publications, grants, and/or patents) these faculty members unquestionably demonstrate a level of advanced accomplishment or understanding which enables them teach the specific courses at level which is actually beyond that simply guaranteed by attaining an advanced degree in the field. It is well understood that faculty members' research agendas and trajectories can easily lead to the highest levels of performance in areas beyond those their advanced training prepared them to teach in, and this sort of clearance allows us to certify accomplished individuals for courses on the basis of clear demonstration of advanced understanding in the areas the courses address. Individuals whose accomplishments warrant such clearances are so cleared for a period of seven years, and at that point their accomplishments will be reassessed. Only continuing demonstration of this level of success will warrant continuing this method of clearing them for instruction of these courses.

3.7.1. i Meets the University's policy for Nursing Anesthesiologist will be used to credential individuals whose training meets the identified criteria for instruction of nurse anesthetists. Following general academic practice, FIU credentials instructional faculty for all Nursing Anesthesiology courses without the need for a narrative justification and course matrix provided they meet all the following criteria:

1. a Masters degree in Nursing with a major in anesthesiology, or Masters of Science with a major in nurse anesthesiology,
2. a valid national certification as a Certified Registered Nurse Anesthetist (CRNA)
3. a valid Florida Licensure as an Advanced Registered Nurse Practitioner (ARNP).

This clearance is in effect as long as the individuals retain their certification and licensure, and as long as the FIU program in Nurse Anesthesia retains its accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs.

3.7.1 j Meets the University's Strategic Initiative on Writing Instruction. Approved and funded in 2007 by the Provost's Office this Writing Program began training teaching assistants from outside of the English Department to instruct our first semester composition courses. The program is based in theories of Writing Across the Curriculum and the belief that writing expertise is not only the exclusive purview of the English department. Effective writers from

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other disciplines, when trained in composition theory and practice, can teach lower-division writing just as effectively as English majors, and even more so than English majors who are not trained in composition—an MA, or even a Ph.D. in English, does not ensure that one is trained in composition.

Experienced TAs who have earned a masters degree in their discipline are selected for this program based upon their department's recommendation and review of a writing sample. Throughout their participation they are carefully trained and monitored. More information on this initiative may be found in Appendix A.

3.7.1 k Meets the University's Policy for Aerospace/Military Science. Approved in Spring 2010 by the Provost's Office. FIU has undergraduate ROTC programs in both the Air Force and Army. These programs do not award degrees but do qualify our students for Commissioned Officer status in the Military upon graduation. Most instructors are provided to the University through the Military. The University provides them with Courtesy Appointments and credentials their instruction of the courses provided they meet one the criteria designated in the policy. More information on this policy may be found in Appendix B.

FIU Credential Methodology

The degree information for all teaching faculty (faculty, adjuncts and graduate teaching assistants) for the Fall 2008 and Spring 2009 were collected from the academic units and entered into the credential database.

- The Classification of Instructional Programs (CIP) code of the degrees was assigned by Office of Planning & Institutional Research (OPIR)
- New teaching faculty must have the Credential Form approved by the Academic Budget and Personnel office

To determine if the faculty is qualified to teach, the CIP code of the course is matched to the CIP code of the degree.

- A table of terminal degrees was generated (Faculty Qualifications - http://w3.fiu.edu/irdata/portal/faculty_qual.htm)
- A table of related disciplines was generated (Faculty Qualifications - http://w3.fiu.edu/irdata/portal/faculty_qual.htm)
- A review the CIP codes of all active courses was completed
- For new courses, the CIP code is assigned by OPIR

Credentialing Procedures

Instructors are considered credential appropriate in a variety of ways:

- Review the level of the course and their highest degree. Below are the degree level guidelines:

- Undergraduate courses require a Master's degree or higher
NOTE: An MBA, by itself, is considered too general therefore insufficient to warrant automatic clearance. In such cases, completion of at least 18 graduate hours in the teaching discipline is required. For example, if an instructor with an MBA seeking approval to teach undergraduate Finance courses, then the instructor must have completed a minimum of 18 graduate credit hours in Finance. Such hours do not necessarily need to be completed as part of the degree itself.
- Graduate courses require a Ph.D., equivalent degree or a terminal degree

If the level of the degree is not appropriate based on the level of the course, then the faculty member is not credentialed to teach that course unless an exception is approved (See exceptions procedures).

If the level of the faculty's degree is appropriate based on the level of the course, the credential review of the CIP code of the degree and course(s) is completed.

- Match Course CIP code against the degree CIP code and degree level (direct match)
 - If the course CIP code matches the degree CIP code and the degree level is appropriate, then the faculty is qualified to teach the course
 - If no match, then the related discipline is used (if applicable). If the related discipline matches then the faculty is qualified to teach the course
 - Otherwise, a narrative justification and course objective matrix is required of the instructor's qualifications to teach this/these course(s)

Note: The CIP code match is done at the 4-digit CIP level (exceptions: Psychology, SJMC whose match is done at the 2-digit level) which means the first 4-digits of the course CIP will be matched against the 4-digits of the degree CIP code

- Match Course CIP code against related discipline degree CIP code and degree level (indirect match). Note: The CIP code matching varies from 2, 4 or 6 digits on related discipline match
- Related Discipline Process:
 - Review the degree discipline of the faculty in each academic department
 - Each Dean or designee review suggested related disciplines
 - For best practices review other institutions faculty rosters
 - Deans submit requests for related disciplines degrees in their area
 - The Provost Office approves the related disciplines
 - Approved related disciplines are programmed in the Faculty Academic Information Reporting system (FAIR) by OPIR staff
- Available Exceptions
 - For some departments, the CIP code match was set at the 2 or 4 digit level
 - First Year Experience course – earned Master's degree
 - Honors College courses (IDH) – earned Master's degree
 - Liberal Studies (IDS) – earned PhD or Terminal Degree
 - College of Education's Field Experience courses – earned Master's degree in Education

- College of Business' Undergraduate General Education courses – earned Master's in Business
 - Courses with the below listed designations are matched at the course level and degree level only (no specific CIP matching).
 - Directed Individual Studies (Z)
 - Graduate Dissertation (G)
 - Graduate Thesis (T)
 - Supervised Research (R)
 - Supervised Teaching (S)
 - Zero credit, exchange and remedial courses have no credential requirements. Thus any degree CIP or level is acceptable.
- Beginning Summer 2009, credentialing will be established at the time of hire for new faculty.
 - The degree information will be gathered
 - The degree and course(s) will be reviewed
 - For existing faculty teaching a new course, the credentialing is done prior to the start of the term.

Related Disciplines Description

When instructors are not credentialed directly by their advanced degree, they may be credentialed by an approved related discipline (established by the Office of the Provost) between their degree and the CIP code for the course they will teach. A Table of Related Disciplines that establishes these relationships is built into FIU's credentialing system. Approved relationships have been established at the following levels:

- **Six-byte CIP Code** — for example, the table relates Biostatistics (26.1102) with Statistics (27.0502)
- **Four-byte CIP Code** — for example, the table relates all the 14.08xx degrees to Civil Engineering
- **Two-byte CIP Code** — for example, the table relates all the 54.xxxx degrees to History
- **Course Prefix** — for example, the table relates American Studies (05.0102) to the AMH (American History) prefix in the History Department
- **Course prefix and Course Level** — for example, the table relates Spanish Language Teacher Education (13.1320) to all lower-division SPN (Spanish) courses, thus allowing individuals with this degree to teach all 1,000 and 2,000 level Spanish courses
- **Specific Course** — for example, the table relates BCN 5766 (Codes and Regulations) to City Planning (04.0301)

To view the related disciplines for a specific degree or course, please see the faculty qualifications listing available at http://w3.fiu.edu/irdata/portal/faculty_qual.htm.

Exceptions Procedures

- Exceptions must be approved by the Office of the Provost

- When instructors are not credentialed by their advanced degree or by an approved CIP relationship, they must be **credentialed through a narrative justification and course objective matrix** of the instructor’s qualifications to teach this/these course(s). Such credentialing is based on the proposed instructor’s academic and professional preparation; diplomas, certificates, or relevant licensures; publications and presentations in the field; honors, awards, and professional recognitions; and other demonstrated competencies, skills, and experiences which the instructor brings to the University. These must be clearly tied to the specific courses to be taught and should establish beyond doubt that the instructor is qualified to teach the specific courses they are to be assigned.
 - A Justified with Other Relevant Qualifications memorandum must be completed for each course credentialed through a narrative justification. The template can be found in the Office of Academic Budget and Personnel website (<http://academic.fiu.edu/personnel.html> - Justification of Instructional Credentials).
- For each course an instructor is credentialed to teach by justification, a “Course Objective Qualifying Matrix” must be submitted which provides six “**reference bullets:**”
 - Three summarizing essential course objectives, and
 - Three summarizing instructor qualifications which bear *directly* on the objectives and *clearly establish the instructor’s qualification to engage in instruction to facilitate accomplishment of those objectives*.
 - The qualifying attributes should be drawn from the narrative justification approved for the instructor for the course in question. Since the instructor’s academic preparation does not immediately qualify instruction in these cases, the qualifying bullets should discuss professional preparation; certificates, or licensures; other competencies, skills, and experiences which the instructor brings to the teaching of the course (of course, they should be clearly tied to the specific objective identified). Qualifying attribute bullets are limited to **thirty words**.
 - Note that where more than one individual is credentialed by justification for a course, the “**course objective bullets**” **must be the same for each instructor**. The qualifying attributes, of course, may vary, but they must relate to the common objective bullets.
 - A Course Objective Qualifying Matrix must be completed for each course credentialed through a narrative justification. The template can also be found in the Office of Academic Budget and Personnel website (<http://academic.fiu.edu/personnel.html> - Justification of Instructional Credentials).
- The Office of the Provost reviews all such justifications and where the justifications warrant the instructor’s teaching the courses proposed, it will either approve the justification for the appropriate period (seven years for full-time faculty members, or four years for part-time faculty members) or employ one of additional clearance categories beyond the advanced degree and related-discipline categories mentioned above: the Active Artistic/Special Talent Clearance in the Discipline, the Active Research Clearance in the Discipline Clearance, the Nursing Anesthesiology Clearance, and the Strategic Writing Initiative.

- The Office of the Provost must approve the exception for the comment of masters plus 18 graduate credit hours in the teaching discipline.

Responsibilities of Primary and Secondary Instructors at FIU

Primary Instructors are the instructors of record for courses at FIU. They have primary instructional responsibilities and are normally the individuals who deliver the instruction to the students, grade the students' work and performance, and assign the grades for the course. Only one individual will be listed as primary instructor (an exception is made in the case of team-taught courses where the team-members equally share the responsibilities and grading). Primary Instructors are on the Faculty Roster, and must be credentialed for instruction of the course.

The designation of “secondary” for Secondary Instructors is used to indicate the relative and differential roles in the instructional and grading activities associated with courses. Listed below are the pre-approved roles played by secondary instructors. If the role a Secondary Instructor plays is not one of those indicated below, a detailed narrative must be submitted to the Office of Academic Budget and Personnel which describes the role and responsibilities of the secondary instructor. It is not acceptable for an individual to be listed as the “primary” instructor while the individual listed as “secondary” actually carries out, substantially, the duties of a “primary” instructor.

The following roles for Secondary Instructors are pre-approved by Academic Affairs for undergraduate courses:

- Graduate students may serve as secondary instructors who are supervised graders, teaching assistants, and laboratory instructors assisting the Primary Instructor. These students can take on increasingly substantial roles in delivering instruction—this generally follows the pattern of moving from working under the direct supervision and active guidance of an experienced faculty member, through substantial responsibility for the grading of a course taught by the Primary Instructor, to cases where the GA has sufficient preparation to come to serve as a Primary Instructor (of course such assignment would require the GA to be added to the Faculty Roster and be credentialed for instruction of the course).
- Adjuncts may serve as secondary instructors who engage in grading, provide instruction, or serve as clinical faculty members provided they are working under the direct supervision and active guidance of an experienced faculty member who acts as the Primary Instructor for the course.
- Secondary Instructors may be used to provide instruction for a portion of a course, and may for that portion function as if they were primary instructors. In such courses individual secondary instructors may provide no more than one-third of the instruction of the course and collectively they may not provide half of the instruction.

Graduate Teaching Assistants (admitted graduate students who have completed a minimum of eighteen graduate semester hours in the teaching field) may be listed as the Primary Instructors for courses. The designation of the Graduate Assistant as “primary” here recognizes the fact that this individual plays the predominant role in the delivery of instruction and assessment of the students in the linked

laboratory, recitation, or clinical sections or courses, while working under the advice and guidance of an experienced faculty member.

Graduate students with a masters degree in the teaching field (or those who have advanced well beyond this status in the teaching field) may be assigned as primary instructors where their department or program judges they are sufficiently prepared to be instructors of record.

Adjuncts with a masters degree in the teaching field (or with a masters degree and at least eighteen hours of graduate work in the teaching field) may be assigned as primary instructors where their department or program judges they are sufficiently prepared to be instructors of record.

FIU Faculty Credentials and Data Flow

It is the responsibility of the hiring unit to submit a Certification of Credentials form to the Provost's Office. Individuals hired with a teaching responsibility may be granted approval to teach on the basis of their academic credentials or via other relevant qualifications which may include, but not limited to, Active Research, Active Artistic/Special Talent, Nurse Anesthetist, masters degree plus 18 graduate credits hours in the teaching discipline, or other broader discipline-related qualifications.

Once approved, the paperwork of new hires, those not already in ADP nor PantherSoft, is forwarded to the appropriate departments by Academic Affairs. This allows for the creation of an employee record in ADP as well as a PantherID in Panthersoft. For those already in FIU's systems, their information is forwarded to Space and Scheduling in order to assign the instructor to their designated course (s). The Office of Planning and Institutional Research (OPIR) receives a copy of the approved credentialing form along with the teaching justification and course objective matrix (if necessary). If an instructor is approved via justification, a memo and the Course Objective Qualifying Matrix is only required when such is based on Justification with Other Relevant Qualifications. In other words, justifications based on: 18 graduate hours, active research, artistic talent, and nurse anesthetist do not need a memo. Such information is noted in the Certification of Credentials form. All documentation provided by the Provost's Office is later used to update the Faculty Academic Information Reporting System (FAIR). The Justification with other Relevant Qualifications memorandum and the Course Objective Qualification Matrix must also be sent electronically. Both must be in the appropriate template.

Faculty Academic Information Reporting System

The Faculty Academic Information Reporting (FAIR) system is an online computer software system designed to facilitate the administration and maintenance of faculty credentials. The system provides the capability to determine an instructor's eligibility to teach based on the University's Faculty Credential Guidelines. It integrates data from various systems and provides a centralized location for faculty credentials and assigned workload.

The system determines if the instructor's degree and assigned course match and flags each record as either credential appropriate or not. Various online as well as Excel reports are generated to obtain faculty, course and credentialing information.

The data uploaded into FAIR comes from two different information systems: *Automatic Data Processing System (ADP)* and *PantherSoft (PS)*. The Office of Planning and Institutional Research

(OPIR) maintains and updates FAIR; however, OPIR has no direct capabilities to update ADP or PantherSoft.

Integrated Systems

- **ADP** - Employee demographic data is downloaded from this system. All employee data is downloaded prior to the start of the term and twice during the term.
- **PS** – Course data and faculty workload is downloaded from this system. Course data and faculty workload are downloaded daily.

The diagram below depicts the interaction between the systems.

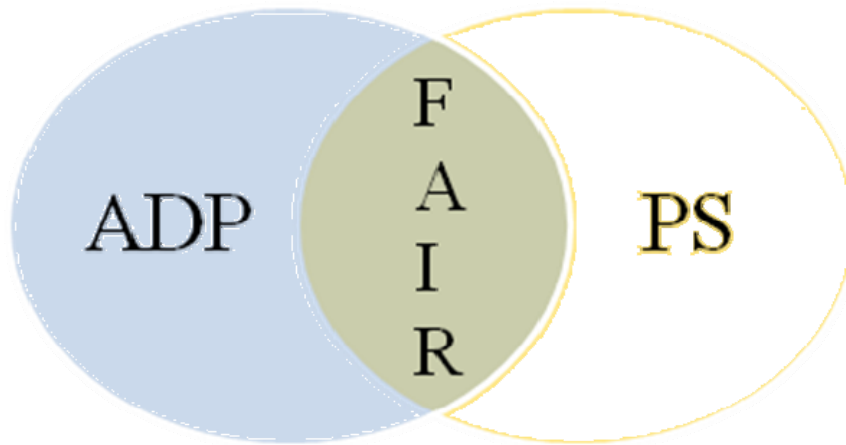


Figure 1 Data Integration

Specific data is downloaded from the systems during the term to ensure the data is current. The table below displays some of the information downloaded into FAIR. For a detailed description of the key Data fields, see Appendix F.

Table 1 Fields Downloaded into FAIR

Data Sources	Download Schedule
<p>Some key ADP Data:</p> <p>PANTHERID, ADPID, SAL_ADMIN_PLAN=payplan, EMAIL_ADDRESS, LAST_NAME, FIRST_NAME, MIDDLE_NAME, JOBCODE, DEPTID, FTE, BIRTHDATE,ADMIN_CODE</p>	<p>Complete Download - daily synchronization. Note: Active employees</p>
<p>Some key PantherSoft Data:</p> <p><i>Current Course Catalog (based on courses offered) Elements:</i></p>	<p>Complete Download – daily synchronization. Note: the last download for a given term usually two/three weeks after end</p>

Data Sources	Download Schedule
TERMID , CRSCIP, CRSPRE, CRSNO,PCRSTYPE,CRSCREDIT,CRSTITLE, CRSCOLLEGE, CRSDEPT=AcadOrg	of term)
<i>Current Instructor Workload – Primary Only (instructor specific)</i> <i>Elements:</i> TERMID, PANTHERID, LNAME, FNAME, CRSCOLLEGE, CRSDEPT, CRSREFNUM	Complete Download – daily synchronization. Note: the last download for a given term usually two/three weeks after end of term)

Cancelled courses and courses with zero enrollments (headcount is zero) are not downloaded after the first week of each semester. Only primary instructors are downloaded and matched against their demographic employee information. The system organizes the downloaded course data and the faculty workload by term.

Faculty Activity Credentials for Teaching

FAIR combines class scheduling information with human resource information to allow the completion and evaluation of teaching credentials required. **The instructor workload from PS drives FAIR** but it interacts with the HR data. In other words, all active employees are downloaded into FAIR. However, such employees will only appear in the credentialing page if and only if they are teaching for the active term (s) within FAIR. Instructor workload data **may not be entered** into FAIR and then **uploaded to PantherSoft**. The data does not flow in such direction. Again, course and instructor information must first be added to PantherSoft by the Academic Unit or Space & Scheduling. If an instructor appears in the instructor workload but does not appear in the credentialing page, then it is because the new instructor's demographic data was not retrieved during the ADP download. Such instructors are assigned temporary demographic information until their personal data is downloaded from ADP during a periodic download. Once the instructor appears in the credentialing page, then it allows for the entry/edit of faculty activity credentials for teaching. This includes: degree/credential information, Curriculum Vitae (CV), licensure/certifications, justifications and matrices.

The credentialing page's most significant function is in the credentialing of instructional faculty. In its simplest form, the system performs an automatic review of faculty credentials based on the courses taught and the degree(s) earned. The match of the courses and degree(s) earned is done based on the CIP (CIP2010) code of each. The CIP provides a taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completions activity. The 2010 edition (CIP-2010) is the fourth revision of the taxonomy and presents an updated taxonomy of instructional program classifications and descriptions. CIP Website: <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>.

All new courses added to the catalog will have the CIP code assigned by OPIR. The course CIP codes are reviewed on a regular basis. Any CIP code course corrections to existing courses are sent to the Registrar's office. Additionally, detailed degree information was collected for all teaching faculty (faculty, adjuncts and graduate assistants) during the Spring and Summer 2008 semesters. OPIR assigned the teaching faculty degrees a CIP code based on their degree discipline. A process is now in

place to collect the detailed degree information at the point of hire via the Certification of Credentials Form.

In addition to the direct and indirect discipline match, a **terminal degree** is generally accepted as the highest degree in a field of study. An earned academic (or research) doctorate such as a Doctor of Philosophy is considered the terminal degree in most academic fields of study. Many professional degrees are also considered terminal degrees because they are the highest professional degree in the field (for example the JD and MD). Some terminal degrees are at the masters level. For instance, FIU considers the M.F.A. (Master of Fine Arts) as the terminal degree for Creative Writing. As a policy, a minimum of a Master's degree is necessary to teach undergraduate level courses. For graduate courses, a doctorate, professional or terminal degree is required. Only a handful of departments consider a Master's degree in the teaching discipline acceptable for graduate courses thus instructors will get cleared. Therefore, an instructor with only the M.F.A. would be considered credentialed appropriate for graduate Creative Writing courses. The credentialing process diagram is displayed below:

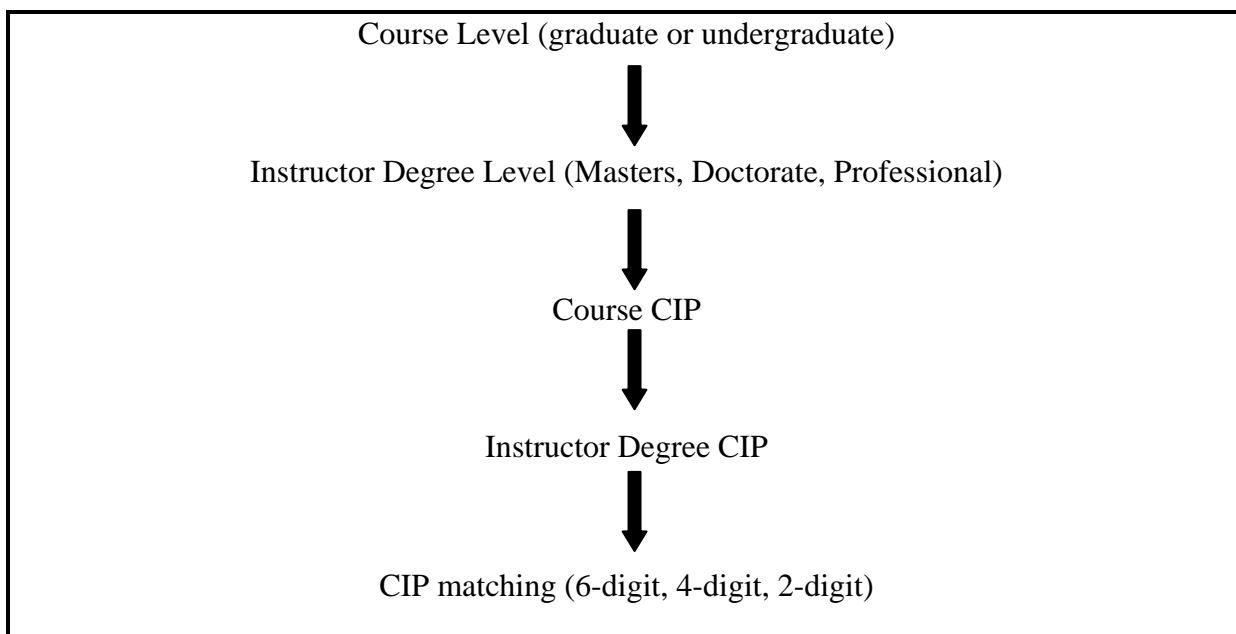


Figure 2 Credentialing Diagram

In addition to performing the credentialing matching, a number of reports are generated off the system by OPIR. These daily reports currently include:

- Courses without instructors
- Instructors without degrees
- Instructor credentialing problems (Credential Appropriate Flag No)
- Data Integrity Issues (ie. instructors with multiple IDs, name irregularities, instructors in wrong department)
- Instructors not in ADP
- Other discrepancies reported as deemed necessary

Guidelines and Course-Degree CIP Matching as noted in FAIR

FAIR has been implemented to adhere to the Credentialing Procedures described above. Instructors academically qualified (direct match, related-discipline match, exceptions) to teach their designated courses have been noted in FAIR as Credential Appropriate **Yes**.

Instructors not academically qualified but approved to teach will always display Credential Appropriate **No** but Approved Exception **Yes**. Additionally, such cases will list a Justification for Exception or Explanation for Teaching Course. These teaching exceptions may take the following values:

- Justified with other relevant qualifications
- Master's Degree or higher with 18 graduate hours in teaching discipline
- Meets the University's Artistic/Special Talent
- Meets the University's Policy for Active Research
- Meets the University's Policy for Aerospace/Military Science
- Meets the University's Policy for Graduate Teaching Assistants
- Meets the University's Nurse Anesthetist Policy

In certain instances, there will be instructors not academically qualified and not approved to teach in future semesters the designated course. Such cases will always display Credential Appropriate **No** and Approved Exception **No**. These are considered Terminal Justifications. The justification for teaching is always noted as Justified with Other Relevant Qualifications.

Roster Procedures for SACS

The data in FAIR was used to prepare the SACS rosters. However, the rosters were created by running an external programming script that read the data from FAIR and generated individual departmental spreadsheets.

The following items were applied to the roster, the justification memo and course objective matrix:

- If the faculty does not have an earned degree, the field is left blank
- For faculty with graduate degrees, omit the Baccalaureate degree. Only display the Baccalaureate degree if it is the highest earned degree.
- The course's department is used to sort the rosters. Some modifications were made to the course departments in FAIR. For example, the Theater, Dance and Music courses did not have a separate department assigned to them.
- The long title of the course is used in the roster the justification memo and course objective matrix. The course description and the long title were provided by Enrollment Services and the College of Law.
- Full-time and part-time status was determined by faculty's assigned FTE. If the total FTE is greater than 0.85, then the faculty was considered full-time.
- The CVs were collected from the Academic Units and are attached to the rosters.
- Transcripts are collected and scanned by the Academic Budget and are attached to the rosters.

Appendix A Strategic Initiative on Writing Instruction

FIU's Strategic Teaching Assistant Initiative in Composition:

Expanding Writing Pedagogical Expertise Across the Curriculum

With the approval of the Office of the Provost, this Strategic Initiative was funded and began in the Fall Semester of 2007. The Writing Program began training teaching assistants from outside of the English Department to instruct our first semester composition courses. The departments of History, Political Science, Religious Studies, Sociology/ Anthropology, and International Relations are collaborating with the English Department for this initiative. Each department is provided with funds for two incremental graduate assistantships for a total of 12 SI assistantships. Participating departments contribute two TAs to English Composition for a minimum of one year, with an expectation that they will serve for two years.

The program is based in theories of Writing Across the Curriculum and the belief that writing expertise is not only the exclusive purview of the English department. Effective writers from other disciplines, when trained in composition theory and practice, can teach lower-division writing just as effectively as English majors, and even more so than English majors who are not trained in composition—an MA, or even a Ph.D. in English, does not ensure that one is trained in composition. Experienced TAs who have earned a masters degree in their discipline are selected for this program based upon their department's recommendation and review of a writing sample. Throughout their participation they are carefully trained and monitored:

Training: the training and mentorship are essential to the program's success. All participating TAs complete the following training:

- Before the Fall semester begins, TAs participate in day-long orientation session.
- During their first Fall semester, the TAs take ENG 6937 (Teaching College Composition), worth three graduate credit hours, and ENG 6942 (College Composition Practicum), a one-credit hour course, to learn about the theories and practices of teaching college writing.
- During that same Fall semester, they spend their TAship hours assisting in a hybrid ENC 1101 course—such courses involve instruction in person and on-line. Under the mentorship of a full-time composition faculty member, they practice responding to student writing, conferencing, and running online discussions. They learn classroom management and pedagogical strategies by observing the work of an expert teacher. They also guest teach the class twice during the term and receive written and verbal feedback from their instructor on their performance.
- They meet biweekly with all hybrid ENC 1101 instructors, TAs, and the program director. The meetings are used for training specific to their classroom context and to foster clear communication among instructors, TAs, and program directors.

If the TAs are successful in ENG 6937 and 6942, and if they receive positive written reviews from their ENC 1101 mentor, they are assigned to teach their own composition course in a subsequent semester. The SI TAs teach a common curriculum and use a text selected by the composition program. Moreover, training continues beyond their first semester:

- TAs are assigned a full-time faculty mentor who is an experienced composition instructor. They meet with their mentor regularly during each semester they teach and present the mentor with their major assignments. The mentor reviews a selection of the TAs graded essays and visits their class, providing verbal and written feedback.
- TAs also participate in ongoing composition professional development workshops on topics such as grading, using rubrics, working with second-language writers, etc.

Program Assessment: We are in the early stages of the program and its assessment. Student surveys and class evaluations indicate student satisfaction with TA-led and assisted classes. Class visits by program directors and faculty, along with review of teaching materials, indicates a high level of quality in the instruction in the TA-led classes. TA surveys indicate their satisfaction with the program and the benefit of their training to their composition class and to their future teaching in their own discipline. We will be continuing our assessment and tabulating further data.

The benefits of this program are multiple:

- As our ENC 1101 students are not all destined to be English majors, it is beneficial to them to have instructors from across the curriculum, showing them that effective writing is important regardless of their major.
- Lower-division students will have an opportunity to work in small groups in order to receive more feedback on their writing. Research shows that frequent, quality feedback improves student writing skills.
- Graduate students in the participating disciplines learn how to teach writing, a skill that will benefit their home departments, while strengthening their credentials for post-graduation employment.
- Other graduate students in the TA's home departments will benefit from the experiences of these TAs as they discuss pedagogy, grading, and teaching composition with them. Indeed, an unanticipated benefit of the program is that TAs from other departments are asking the Director of Composition for workshops on writing instruction and active learning pedagogies after hearing of the benefits from the SI TAs in their departments.

National Context: While our SI program responds to our specific institutional needs (the need to place well-trained instructors in our writing classes and the need to increase pedagogical training and mentoring of TAs), it is informed by national standards and practices. Universities that have similar programs and that inform our work include the following:

- **Rutgers:** Awards assistantships to Ph.D. students across the university. Of their 500 sections of first-year composition courses, 70 are taught by TAs outside of English.

- **Cornell:** First-year composition is taught by faculty and TAs across the university. The Writing Program works with 24 departments and programs across the university to staff and oversee the first-year writing seminars.
- **Duke:** First-year composition courses are taught by full-time fellows from a wide range of disciplines—from biology and engineering to political science and sociology to literature and philosophy and history—who have also undergone special training in the teaching of writing.
- **George Washington University:** TAs from across the disciplines are trained in the writing program to teach first-year composition.

FIU's TA training program is more extensive than that offered at institutions with similar across-the-disciplines programs. For example, at Rutgers, TAs attend a week-long training session in pedagogy and regular mentoring sessions with program faculty. At Cornell, they take a six week course and many of them intern with a faculty member teaching the writing seminar. At Duke, full-time fellows take a three-week intensive summer course on composition pedagogy and participate in reflective practitioner groups throughout time they teach. At FIU, we place emphasis on training and mentoring before the TAs enter their own classroom, and we are the only program that requires them to take four graduate hours and a semester-long mentorship before teaching. Once they enter the classroom, our TAs' preparation meets and often exceeds that of their counter-parts, even English TAs, nation-wide.

Appendix B Aerospace and Military Science Clearance Policy

FIU's Aerospace Studies and Military Science Clearance Policy

FIU has undergraduate ROTC programs in both the Air Force and Army. These programs do not award degrees but do qualify our students for Commissioned Officer status in the Military upon graduation. Most instructors are provided to the University through the Military. The University provides them with Courtesy Appointments and credentials their instruction of the courses provided they meet one of the following criteria:

1. They have a Masters' degrees or higher in Aerospace Studies [490401] which clears their instruction of all undergraduate AFR courses directly.
2. They are Commissioned officers at the rank of Captain or above (in the case of the Navy: Lieutenant or above) who have Masters' degrees. The combination of their education and the military experience attendant upon their rank qualifies their instruction of all undergraduate AFR or MSL courses.
3. They are Commissioned or Non Commissioned Officers with Masters' degrees and have completed four or more of the Army, Air Force, or Navy training programs or certificates listed below. The combination of their educational and military training qualifies their instruction of undergraduate AFR or MSL courses.
4. They are Commissioned and Non Commissioned Officers, have five or more years of service, have completed two or more of Army, Air Force, or Navy training programs or certificates note below, are pursuing Masters degrees, and have deployed for a combined total of twelve months or more. The combination of their educational and military training combined with their service experience qualifies their instruction of all undergraduate AFR or MSL courses.
5. They are Commissioned and Non Commissioned Officers who have twenty or more years of service, have completed four or more of above mentioned Army, Air Force, or Navy training programs or certificates, and have deployed for a combined total of three or more years. Their military training combined with their extensive service experience qualifies their instruction of all undergraduate AFR or MSL courses.
6. Other instructors may be credentialed *via* narrative justification and course objective matrix with the approval of the Provost's Office where their experience warrants assignment as the instructor of record.

The following Army or Air Force training programs or certificates are amongst those which are appropriate for qualifying individuals under the fourth, fifth, and sixth criteria:

Air Force Professional Military Education I Course

Air Force Professional Military Education II Course

Air and Space Basic Course

Advanced Airborne Course

Non Commissioned Basic Officer Course
Non Commissioned Advanced Officer Course
Army Retail Supply System Course
Automated Logistical Management Course
Basic Non Commissioned Officer Course
Basic Officer Leadership Course II
Basic Officer Leadership Course III
Advanced Non Commissioned Officer Course
Cadet Command Faculty Development Course
Captain's Career Course
Combined Arms Service Staff School
Command and General Staff College
Commanders and Leaders Course
Drill Sergeant School
Jungle Warfare Course
Military History Course
Military History Instructor Certification
Military Intelligence Leadership Course
Military Police Basic Officer Course
Military Police Advanced Officer Course
Primary Leadership and Development Course
Professional Leadership and Development Course I
Professional Leadership Development Course II
Special Operations Leaders Course
Squadron Officer School

In addition, we have related the course MSL 4400 to the History degree [540101] in our overall Table of Related Disciplines.

Appendix C Key Data Sources Description

Below is a description of the Key Data sources integrated into FAIR.

1. *Automatic Data Processing System (ADP)*

PantherID - The Panther ID is the unique identifier within the PantherSoft system

ADPID –The unique identifier id for ADP

SAL_ADMIN_PLAN - Salary or administrator plan is the person's pay plan and their teaching status

EMAIL_ADDRESS – The person's email address as it appears in the payroll system

LAST_NAME, FIRST_NAME, MIDDLE_NAME - The person full name

JOBCODE – The person's classification code

DEPTID – The person's home department identification number

FTE – Full-Time Equivalent (FTE) Faculty - A budgetary term that represents one full-time faculty position. Faculty employees are considered full time if they are employed at 1.00 FTE for at least 9 months. (Note that two people each serving in half-time faculty positions would together equal one F.T.E. faculty.)

BIRTHDATE – The person's date of birth

ADMIN_CODE – Designates the person's administrative function

2. *PantherSoft (PS)*

a. Current Course Catalog (based on courses offered) Elements:

TERMID – Academic Semester Identifier

CRSCIP - The Classification of Instructional Programs (CIP) or Program Discipline category

CRSPRE – Course Prefix

CRSNO – Course Catalog Number

CCOIND – Common Course Indicator

PCRSTYPE – Course Section Type

CRSCREDIT, - The total number of credits for the course

CRSTITLE – Course Short Title

CRSCOLLEGE - Course Organizational Home such as the College or School

CRSDEPT (AcadOrg) - Course Organizational Home Department

b. Current Instructor Workload – Primary Instructor’s Only (instructor specific) Elements:

TERMID – Academic Semester Identifier

PANTHERID – The Panther ID is the unique identifier within the PantherSoft system

LNAME and **FNAME** – The person’s full name

CRSCOLLEGE – The person’s Organizational Home College or School

CRSDEPT – The person’s Organizational Home Department

CRSREFNUM – Course Reference Number

PAYPLAN – Salary or administrator plan is the person’s arranged pay plan