RESPONDENT IDENTIFICATION

Select your school/college:

School of Business   College of Liberal Arts and Sciences

College of Education   School of Library and Information Sciences

College of Engineering   School of Medicine

College of Fine, Performing and Communcation   College of Nursing
Arts

Graduate School   College of Pharmacy and Health Sciences

Honors College   School of Social Work

Law School

Responding on behalf of the ${q://QID113/ChoiceGroup/SelectedChoices}:

First Name

Last Name

Position

QUALIFICATIONS OF INSTRUCTIONAL FACULTY

BACKGROUND FOR THIS SECTION

HLC Accreditation Criteria and Assumed Practices governing qualifications of instructional faculty
seek to ensure that students have access to faculty members who are experts in the subject matter
they teach, and who can communicate knowledge in that subject to their students.

The HLC requires institutions to:

- Have clear policies addressing minimum qualifications of all instructional faculty;
- Follow consistent procedures to ensure that instructional faculty assigned to deliver college-level content are appropriately qualified to do so; and
- Have processes in place for assuring that instructional faculty remain current in their disciplines and adept in their teaching roles.

Questions in this section apply to:

- Full-time teaching faculty/instructors;
- Part-time teaching faculty/instructors; and
- Adjunct faculty members who serve as an **official course instructor** even if teaching only one course.

Questions in this section **EXCLUDE**:

- Graduate teaching assistants working under the supervision of a qualified member of the instructional faculty; and
- Adjuncts delivering a lecture(s) in a course for which they are NOT the official course instructor.

Assumptions and purpose:

- Questions in this section **assume** your school/college follows Wayne State University Policies and Procedures (1.0 Academics);
- The **purpose** of questions in this section is to abstract information on policies, processes, and procedures **specific to the ${q://QID49/ChoiceGroup/SelectedChoices}**, and **supplementary** to Wayne's institutional Policies and Procedures.

The ${q://QID113/ChoiceGroup/SelectedChoices} has policies addressing minimum qualifications of instructional faculty that **supplement** Wayne State University Policies and Procedures (http://policies.wayne.edu/academic.php).

Yes

No

SELECT ALL THAT APPLY

${q://QID49/ChoiceGroup/SelectedChoices}-specific policies addressing minimum qualifications for instructional faculty to teach a specific course or program of study are:

Documented in writing

Delegated to departments

Guided by requirements of an external, specialized accrediting agency

Informal and applied on a case-by-case basis

We rely solely upon Wayne State University Policies and Procedures

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Upload ${q://QID113/ChoiceGroup/SelectedChoices} documents that address minimum qualifications for instructional faculty to teach a specific course or program of study.

Which ${q://QID49/ChoiceGroup/SelectedChoices} programs are subject to external accreditation standards for instructional faculty? Please provide the specialized accrediting agency.

Describe informal processes applied by the ${q://QID49/ChoiceGroup/SelectedChoices} to determine minimum qualifications for instructional faculty to teach a specific course or program of study. Include decision criteria.

${q://QID49/ChoiceGroup/SelectedChoices} instructional faculty who teach **general education** or other non-occupational courses hold a master's degree or higher in the specific discipline or subfield of the course.

Always

Exceptions exist or may be approved

No general education courses exist in the school/college curriculum

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${q://QID49/ChoiceGroup/SelectedChoices} instructional faculty who teach courses in **undergraduate degree or certificate programs** hold a degree in the specific discipline or subfield that is at least one level above the degree program for which they teach.

Always

Exceptions exist or may be approved

No undergraduate degree programs exist in the school/college curriculum

---

${q://QID113/ChoiceGroup/SelectedChoices} instructional faculty who teach courses in **graduate degree or certificate programs** hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Always

Exceptions exist or may be approved

No graduate level courses exist in the school/college curriculum

---

SELECT ALL THAT APPLY

Tell us about circumstances under which exceptions to ${q://QID113/ChoiceGroup/SelectedChoices} minimum qualifications for instructional faculty to teach a specific course or program of study exist or may be approved.

The instructor possesses qualifying, equivalent experience

A shortage exists of otherwise qualified faculty to meet enrollment demands

There are no exceptions to minimum qualifications

Are ${q://QID49/ChoiceGroup/SelectedChoices} policies, procedures, and evaluation criteria for determining qualifying, equivalent experience in lieu of traditional credentials documented in writing?

Yes

No

Upload ${q://QID49/ChoiceGroup/SelectedChoices} documents that address the evaluation process and criteria for determining qualifying, equivalent experience in lieu of traditional credentials.

Describe the ${q://QID113/ChoiceGroup/SelectedChoices} evaluation process and criteria for determining qualifying, equivalent experience in lieu of official credentials.

Is the rationale supporting exception due to qualifying, equivalent experience documented in the official employment record?

Yes

Sometimes

No

Is the rationale supporting exception due to a shortage of otherwise qualified faculty to meet enrollment demands documented in the official employment record?

Yes

Sometimes

No

SPECIFY ALL THAT APPLY

${q://QID113/ChoiceGroup/SelectedChoices} exceptions to minimum qualifications of instructional faculty are approved by:

Dean or designee

Department Chair or designee

Program Director or designee

Course Director

[   ] Other (please specify)

Effective September 1, 2017, **HLC Qualified Faculty Requirements** (which establish minimum qualifications for instructional faculty) will become more rigorous.

Before proceeding to the next question, please download and review the article at the following link, which provides a broad overview of imminent HLC policy changes:

[HLC sets new minimum standards for qualified faculty](#)

Looking forward to fall semester 2017-18, how will implementation of revised **HLC Qualified Faculty Requirements** affect capacity of the ${q://QID113/ChoiceGroup/SelectedChoices} to teach specific courses required to meet enrollment demands?

	CONSIDERABLE reduction of capacity	MODERATE reduction of capacity	POTENTIAL reduction of capacity	NO reduction of capacity	Not a component of school/college programming
General education courses	○	○	○	○	○
Undergraduate programs	○	○	○	○	○
Graduate programs	○	○	○	○	○

| Certificate programs | ○ | ○ | ○ | ○ | ○ |

If you indicated teaching capacity of the ${q://QID113/ChoiceGroup/SelectedChoices} will or may be reduced by new **HLC Qualified Faculty Requirement**s, tell us about the specific effects you anticipate.

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Use this space to provide additional information about your responses, or to share information you feel would be useful for us to know about minimum qualifications of instructional faculty in the ${q://QID49/ChoiceGroup/SelectedChoices}.

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FACULTY ROSTER

BACKGROUND FOR THIS SECTION

The Higher Education Opportunity Act of 2008 (HEOA) requires institutions receiving Title IX funding to make "consumer information" available to the public; Wayne's compliance is monitored by the HLC.

Among requirements of the HEOA, Wayne State University must make available its official, current faculty roster.

- The roster must be provided upon public request and without delay.

- While website publication of the official faculty roster is not a requirement at this time, open access is acknowledged by the HLC as a best practice.

Data points that must be included on the official faculty roster:

- Instructor name and academic title
- Full- or part-time status
- Courses taught (including course title/number, credit hours, and term)
- Academic degrees (including institution and major)
- Incremental coursework directly relevant to courses taught
- Other qualifications directly relevant to courses taught (licenses, certifications, etc.)

Categories of faculty that **must be included** on the official faculty roster:

- Full-time teaching faculty/instructors;
- Part-time teaching faculty/instructors; and
- Adjunct faculty members who serve as an official course instructor, even if teaching only one course.

Categories of faculty that **may be excluded** from the official faculty roster:

- Graduate teaching assistants working under the supervision of a qualified member of the instructional faculty; and
- Adjuncts delivering a lecture(s) in a course for which they are NOT the official course instructor.

Select the statement that best describes how
the ${q://QID49/ChoiceGroup/SelectedChoices} maintains its official faculty roster.

The official faculty roster is maintained by the school/college as an internal document

The official faculty roster is maintained by the school/college and is published on the website

The official faculty roster is maintained at the department level as an internal document

The official faculty roster is maintained at the department level and is published on department websites

Faculty members complete an online profile, which feeds into a web-based roster that is published on either the school/college or departmental website

The Wayne State University Web Services Content Management System provides an online faculty profile tool. Tell us how the ${q://QID49/ChoiceGroup/SelectedChoices} uses the following fields of this tool:

	Degrees/Coursework		Licenses/Certifications		Courses Taught	
	Required	Optional	Required	Optional	Required	Optional
Full-time faculty	O	O	O	O	O	O
Part-time faculty	O	O	O	O	O	O
Adjunct/voluntary faculty	O	O	O	O	O	O

Identify the ${q://QID49/ChoiceGroup/SelectedChoices} official point of contact for access of the school/college faculty roster, including all departmental rosters. An individual in the designated position or office must have access and ability to provide a current and accurate faculty roster upon public request, and without delay.

Use this space to provide additional information about your responses, or to share information you feel would be useful for us to know about the faculty roster of the ${q://QID49/ChoiceGroup/SelectedChoices}.

PROGRAM ASSESSMENT

BACKGROUND FOR THIS SECTION

The HLC requires institutions to demonstrate commitment to educational achievement and improvement through ongoing assessment of student learning.

Included in HLC peer reviewer education and instructions are the following expectations of qualified instructional faculty:

- Through ongoing collection and analysis of appropriate data, qualified instructional faculty should be aware of whether and how much students learn in the program in which they teach;
- Qualified instructional faculty should also know the institution's learning objectives for all of its students.

Tell us about policies and practices of the ${q://QID113/ChoiceGroup/SelectedChoices} that address assessment of student learning outcomes.

SPECIFY ALL THAT APPLY

The following statements apply to ongoing assessment of student learning outcomes and improvement in the ${q://QID49/ChoiceGroup/SelectedChoices}:

The Dean's expectations regarding assessment of student learning and improvement are documented in writing as a school/college statement or policy

Expectations regarding assessment of student learning and improvement are communicated to faculty, but are not documented in writing

Activities for assessment of student learning and improvement are delegated to departments

Activities for assessment of student learning and improvement are delegated to programs

Expectations regarding assessment of student learning and improvement are guided by requirements of an external, specialized accrediting agency

Upload statements or policies of the ${q://QID113/ChoiceGroup/SelectedChoices} or its departments that address assessment of student learning and improvement.

Which ${q://QID113/ChoiceGroup/SelectedChoices} programs are subject to external accreditation standards for assessment of student learning and improvement? Please provide the specialized accrediting agency.

SPECIFY ALL THAT APPLY

Data from assessment of student learning outcomes are:

Evaluated and discussed at the school/college level to identify trends and opportunities for improvement

Evaluated and discussed at the department level to identify trends and opportunities for improvement

Evaluated and discussed at the program level to identify trends and opportunities for improvement

Shared and discussed at meetings of the WSU Assessment Council

Shared and discussed with colleagues at other forums

Assessment data are collected, but there is presently no process in place for evaluation

Evaluation of assessment data leads to concrete action plans and improvement of student learning outcomes.

Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree

The ${q://QID113/ChoiceGroup/SelectedChoices} communicates documented improvements in student learning outcomes resulting from action on program assessment data.

	Frequency of Communication			
	Consistently	On occasion	Upon request	Does not apply
Improved outcomes are shared with the WSU Office of Program Assessment	O	O	O	O
Improved outcomes are shared with academic	O	O	O	O

leaders in other WSU schools and colleges

Improved outcomes are reported as a requirement of specialized program accreditation by an external agency	○	○	○	○
Improved outcomes are reported as a component of the department's 7-year review by the Office of the Provost	○	○	○	○

Iterative evaluation of student learning outcomes is an important input to the ${q://QID113/ChoiceGroup/SelectedChoices} strategic plan.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

---

Funding for implementation of concrete action plans to improve student learning outcomes is a high priority of the ${q://QID113/ChoiceGroup/SelectedChoices} annual budget process.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

---

Use this space to provide additional information about your responses, or to share information you feel would be useful for us to know about assessment of student learning outcomes in the ${q://QID49/ChoiceGroup/SelectedChoices}.

PROGRAMS LEADING TO LICENSURE

Does the ${q://QID49/ChoiceGroup/SelectedChoices} offer degree programs leading to examination for professional licensure?

Yes

No

Which programs in the ${q://QID49/ChoiceGroup/SelectedChoices} lead to professional licensure? Please provide the specialized accrediting agency.

Does the agency administering the licensure test report back to the program aggregate or individual test results for Wayne State University students sitting for the examination?

Yes

No

Do specialized accreditation standards require the program to publish aggregate examination results on its website, or otherwise make results available to the public as transparency of consumer information?

Yes

No

Does the program publish aggregate results, either to comply with accreditation standards or as transparency of consumer information?

Yes

No

Use this space to provide additional information about your responses, or to share information you feel would be useful for us to know about ${q://QID113/ChoiceGroup/SelectedChoices} programs leading to licensure.

[   ]

COURSE SYLLABI

Select the statement that best describes the ${q://QID49/ChoiceGroup/SelectedChoices} format for course syllabi:

Syllabi format is standardized by the school/college

Syllabi format is standardized by the department

Syllabi format is the discretion of the program

Syllabi format is the discretion of the course director

Other (please specify)

[   ]

The repository of course syllabi is maintained by:

Office of the Dean   Course Director

Department Office   There is no official repository of course syllabi

Program Office

Format of the repository of course syllabi is:

Electronic

Hard copy

A combination of formats

Does not apply

Identify the ${q://QID49/ChoiceGroup/SelectedChoices} official point of contact for retrieval of course syllabi. An individual in the designated position or office must have have access and ability

to retrieve all school/college course syllabi upon public request and without delay.

Use this space to provide additional information about your responses, or to share information you feel would be useful for us to know about ${q://QID113/ChoiceGroup/SelectedChoices} requirements for course syllabi.

STUDENT COMPLAINT PROCESSES

BACKGROUND FOR THIS SECTION

HLC policy states:

"An institution shall make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution's policies and procedures on the handling of grievances or complaints."

At the time of HLC comprehensive evaluation, an institution must show that it has in a timely manner received, tracked, and processed student complaints filed since the last comprehensive evaluation or other evaluation in which the HLC formally reviewed the institution's federal compliance information.

Consistent with a culture of assessment and continuous improvement, an institution should be able to demonstrate that it identifies, learns, and acts upon observed trends in student complaints.

Student complaints frequently originate in schools/colleges and departments and may likewise be resolved satisfactorily before escalating to institutional levels.

This section seeks information on ${q://QID113/ChoiceGroup/SelectedChoices} processes for receiving, tracking, and adjudicating student complaints, as well as school/college processes for documenting, aggregating, and learning from observed complaint trends.

*Note that for the purposes of this survey, student grade appeals are **NOT** considered to be complaints.*

SPECIFY ALL THAT APPLY

The following statement(s) describe school/college processes and procedures for receiving, tracking, and adjudicating student complaints:

Processes and procedures are documented by a school/college written policy that is distributed to all students

Processes and procedures are delegated to departments

Processes and procedures are documented in the program's student handbook

Processes and procedures are included in all course syllabi

There are no formal processes and procedures for student complaints; rather, complaints are addressed on a case-by-case basis

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Upload ${q://QID113/ChoiceGroup/SelectedChoices} documents that address processes and procedures for student complaints.

Student complaints originating in the ${q://QID113/ChoiceGroup/SelectedChoices} and its departments are documented, aggregated, and evaluated by the Dean for trends and potential action.

Consistently	Somewhat consistently	Unknown	Rarely	Never

Use this space to provide additional information about your responses, or to share information you feel would be useful for us to know about how complaints are handled in the ${q://QID49/ChoiceGroup/SelectedChoices}.

ALUMNI SUCCESS

Questions in this section are about whether and how the ${q://QID49/ChoiceGroup/SelectedChoices} tracks the success of its alumni.

The following statement is excerpted from HLC accreditation criteria:

"The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs."

Although Wayne State University Career Services conducts broad surveys of university alumni, many schools/colleges also abstract, maintain, and monitor longitudinal data on professional alumni that may provide insights into alumni success.

SPECIFY ALL THAT APPLY
The ${q://QID113/ChoiceGroup/SelectedChoices} has in place a mechanism to track and evaluate the professional progression of alumni.

The school/college conducts regular surveys of alumni; results over multiple points in time provide insights into professional progression of graduates

Professional progression of alumni is tracked at the school/college level only

Professional progression of alumni is tracked at the program level for ALL programs

Professional progression of alumni is tracked at the program level for SOME programs

Tracked in collaboration with WSU Development & Alumni Affairs

Tracking process is under development; data are anecdotal at this time

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Use this space to provide additional information about data you have collected/alumni success metrics you have followed, or to share other information you feel would be useful for us to know about the ${q://QID113/ChoiceGroup/SelectedChoices} alumni cohort.

SUBMIT SURVEY

If you have NOT completed all questions in this survey, please return to the Table of Contents using the icon in the lower right corner of screen.

The ${q://QID113/ChoiceGroup/SelectedChoices} has completed all survey questions. This survey is ready for submission.

SUBMIT SURVEY