

Example of National Faculty Models

Purpose:

This resource provides two examples of faculty and staff models from [University of Massachusetts Global \(UMass Global\)](#) (formerly Brandman University) and [Northern Arizona University \(NAU\)](#). UMass Global is a not-for-profit private institution primarily serving adult learners; they offer undergraduate and graduate direct assessment CBE programs. Northern Arizona University is a public research university serving traditional and adult learners; they offer undergraduate and graduate credit-hour CBE programs.

Faculty models vary across institutions that offer direct assessment competency-based education programs in the same way they can vary between credit-hour models. Institutional culture and traditions, the mission of the institution, and other criteria such as type of student served, state and federal regulations, and regional and professional accreditation standards can all influence the model adopted.

| Area | Brandman University | Northern Arizona University |
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| Faculty Type | UMass Global uses full-time, non-tenured faculty with promotion options called “tutorial faculty.” Tutorial faculty work 11-month contracts with flexible hours. | NAU utilizes non-tenure track faculty. |

| Area | Brandman University | Northern Arizona University |
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| <p>Program Development and Curriculum</p> | <p>Curriculum for CBE programs was originally designed by trained credit-hour faculty. New CBE programs are designed by CBE faculty and credit-hour faculty dependent on the subject-matter expertise needed for program development. Responsibilities included creating competency outcomes, credit hour equivalencies, educational content, student assignments, and milestones for faculty-initiated regular and substantive interaction. CBE Tutorial faculty are responsible for curriculum improvement and participate in Program Assessment and Program Review.</p> | <p>Faculty are responsible for program and curriculum development. Program/Curriculum is maintained by a team of program faculty and subject matter faculty. Subject matter faculty have ownership of courses they teach and make curricular updates independently.</p> |
| <p>Assessment and Grading</p> | <p>Subject matter experts (CBE faculty and credit-hour faculty) determine the type of final assessment (i.e., objective or performance-based) and create assessment tools (i.e., examination, rubric).</p> <p>Faculty create formative assessments as part of the educational journey (i.e., curriculum).</p> <p>Tutorial Faculty (full-time CBE faculty) instruct and grade. Separate graders will be utilized when student enrollment grows.</p> | <p>NAU started with an unbundled faculty model and moved to a more traditional model. Originally, CBE faculty at NAU utilized an unbundled model where graders were independent from faculty instructors. This model was changed under new leadership and now CBE faculty instruct and grade.</p> |

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| Instruction | <p>The primary responsibility of the tutorial faculty is instruction working closely with all students within the assigned competencies. The competencies are assigned to discipline specific faculty. For example, if a faculty member holds a Ph.D. in English, they will be assigned competencies in Written Communication, Oral Communication, Literature, etc.</p> <p>Instructional responsibilities include creating additional online teaching modules, individualized instruction, small group instruction, and providing feedback to students on formative assessments.</p> <p>Tutorial faculty are responsible for ensuring and documenting regular and substantive interaction through grading of milestone activities, individualized instruction to students, and grading summative assessments.</p> <p>Faculty hold regular office hours on different days and at different times to ensure availability to students needing the added flexibility.</p> <p>Tutorial faculty are provided with orientation and on-going professional development in pedagogical approaches and strategies, use of technology tools in teaching and learning, and regulations regarding CBE.</p> | <p>NAU faculty are subject matter faculty who facilitate instruction and provide tutoring for students. Faculty also provide mentorship to students consistently throughout the program.</p> <p>NAU faculty own the courses they teach and make curricular updates independently.</p> <p>Faculty are responsible for ensuring and documenting regular and substantive interaction.</p> |

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| <p>Non-Faculty Student Support Staff</p> | <p>CBE Coaches are responsible for student engagement and connect students to support services (i.e., financial aid, online tutoring, library, etc.).</p> <p>Other student services such as admissions, registrar, business office, and IT assistance are the same for credit-hour and CBE. Note that all student services receive orientation/information regarding CBE.</p> | <p>Student mentorship is facilitated by both a Program Coordinator and an academic advisor.</p> |