

Faculty Model Checklist

Purpose:

This checklist, created by Ryan Specht-Boardman at the Competency-based Education Network (December 2022,) is designed to aid in the development of a sustainable and scalable instructional workload model. As each institution will have its own additional consideration points unique to their structure and culture, this list should be considered a holistic starting point but not exhaustive.

Tier 1 Decisions: Prerequisites To An Instructor Workload Model

These decisions are key prerequisite decisions that will form the foundation for decision-making on an instructional workload model. Different college stakeholders may need to be involved in each decision. Be sure to review collective bargaining agreements and consult with union representatives on how to engage them in this workflow/decision making/buy-in.

- **Will direct assessment CBE programs be online, or hybrid?**
- **What structure will competency sets be offered in?** How long will those enrollment units be?
 - semesters/trimesters/quarters (e.g. using the existing traditional calendar)
 - sub-semester units (e.g. 8 week terms embedded within a semester structure)
 - subscription periods (e.g. new terms of any length that exist wholly outside the current calendar)
- **Is the academic home of direct assessment CBE programs**
 - embedded within existing departments?
 - a separate administrative unit at the college?
- **How will direct assessment competencies be mapped back** (in either a student-facing way or in an administrative way) to traditional credits and/or courses?
- **How often can students add/drop additional competency sets?** (Consider impacts on financial aid.)
 - Can students add additional competency sets at any point in their term?
 - Can students drop competency sets at any point in their term?

Tier 2: Foundational Decision For Instructor Framework

This tier addresses key philosophical and practical decisions related to staffing. Deciding who is responsible for these five roles is the first main decision.

- **Will direct assessment CBE programs use a bundled or unbundled faculty model?**
 - Five key roles in a direct assessment CBE program. These roles may all be satisfied by a single person (bundled), by five different people (unbundled), or by some combination therein (e.g. 2 people satisfy all 5 roles).
 - Developer
 - Instructor
 - Assessor
 - Adviser
 - Mentor

Note: See this example of an unbundled approach from Western Governors University:

<https://www.wgu.edu/student-experience/learning/faculty.html>

Tier 3 Decisions: Job Functions, Expectations, & Requirements

Tier 3 decisions start to add depth to roles and responsibilities. Remember, all five roles listed here could be the same person, or they could be several different faculty/professionals–this is based on the college’s tier 2 decision. An outcome of tier 3 is to create rough draft position descriptions.

- **Developer decisions:**
 - What is the expected period of time to build each competency set, including the initial program launch and addition of new competencies once built?
 - Will program developments need to go through governance approval? If so, how long will that take and who is responsible for owning it?
 - Will instructional design services be available to the developer? What additional training will the ID and developer need to build a direct assessment CBE program?
 - Will the college create a standard template for all direct assessment CBE competency sets that each developer uses in the LMS?
 - What expectations does the college have for ongoing maintenance (e.g. broken links, updating program materials, etc.)? Who is responsible for maintenance?
 - What expectations does the college have for formal revision of programs (substantively changing competencies, learning resources, assessments, etc.)? Who is responsible for program revisions?

- **Instructor decisions:**
 - How will the college satisfy regular & substantive interaction requirements?
 - Will instructors be expected to host live activities (e.g. webinars, laboratory demonstrations, office hours, chat sessions, etc.)
 - What is the college's program policy on responses to student questions (e.g. written response within 1 to 2 business days, etc.)
 - What tools in or outside of the LMS are needed so that the instructor can proactively monitor student progress and reach-out as needed?
 - What supplemental academic support resources (e.g. tutoring, librarian, etc.) will be available to direct assessment CBE students?
 - How will student disability accommodation requests be managed?

- **Assessor decisions:**
 - How many attempts will students have at each assessment? What is the college's summative assessment policy & program policy?
 - How many assessments will make up each competency?
 - Will the program create minimum standards of instructor feedback?
 - How will final grades be submitted? (Note: This question is related to academic calendar and registrar.)
 - What is the student grade appeal process?
 - How will assessors monitor, report, and enforce academic misconduct? Will existing campus academic misconduct rules and processes apply?
 - What is the required turnaround time for assessment grading (e.g. 2-4 business days)?

- **Adviser decisions:**
 - How will academic advisers support students adding competency sets?
 - How will student academic planning work (e.g. using existing SIS tools)?
 - How many students do traditional academic advisers support in a caseload?
 - How will competency sets fit within the college's academic degree portfolio (e.g. can someone use the direct assessment CBE competency set to fulfill a non-direct assessment CBE program of study? Vice versa? And to what extent will the adviser be responsible for knowing about the broader portfolio of programs at the college?)
 - Will advisers be responsible for academic appeals information and/or any other instances of enforcing academic policies (e.g. transfer credit appeals)?

- **Mentor decisions:**
 - Will the mentor be required to do proactive outreach, and if so, at what intervals?
 - Does the college have a customer relationship management (CRM) system to support mentor outreach?
 - Will the mentor be a student affairs professional or a disciplinary SME/faculty?

- What other campus support offices will be available to direct assessment CBE students (e.g. dean of students, counseling, career services, student union, health services, tutoring, librarian, campus athletic facilities, campus bookstore, multicultural support services, etc.)?
 - If the college creates a coach/mentor position for direct assessment CBE students, how will it duplicate or supplement existing campus support services?
 - Where would a dedicated mentor position be housed in a campus structure?
- **What additional academic policies will the college need to pass through governance to support direct assessment CBE programs?**
 - Creating any new grades
 - Modification of probation/suspension timelines
 - Incomplete policy
 - Summative assessment attempt and re-attempt policies
 - New academic calendar
 - Census date policies
- **Who will be responsible for leading the academic programs?**
 - Academic Director
 - Department Chair
 - Program Manager
 - Program Director
 - Assistant/Associate Dean

Tier 4 Decisions: Compensation & Workload Planning

Once decisions are made on the scope of work needed—and who will be doing that work—attention turns to workload and compensation.

- **Instruction staff decisions:**
 - Will faculty be paid in-load or overload? Will the college pay on salary or with a stipend?
 - What is the number of students an instructor can reasonably support at any given time?
 - What is the number of assessments an assessor can grade at any given time?
 - Will the college use team teaching (where multiple faculty are assigned to teach one module collaboratively) and/or team curriculum developing (where multiple faculty work together to develop curriculum)?

- **Support staff decisions:**
 - What is the number of students an adviser can reasonably advise at any given time?
 - What is the number of students a mentor can reasonably coach at any given time?

- **General questions:**
 - Will the college utilize existing campus faculty and staff, or hire dedicated direct assessment CBE faculty and staff?
 - How will compensation work with existing college rules on compensation (e.g. if using overload payments, is there an overload payment cap?)
 - What collective bargaining requirements does the college need to work with when building a compensation plan?

Tier 5 Decisions: Selection, Training, Onboarding, And On-Going Support Model

Tier 5 includes final decisions about how to select, onboard, and support the faculty and staff in the program.

- **Will the college build a faculty orientation?** If yes, who is responsible for developing and maintaining it? Will it be unique to each college or centralized?
- **What will the program revision and maintenance schedule be?**
- **How will direct assessment CBE programs count as part of tenure/promotion guidelines?**
- **How will the college support faculty research agendas on direct assessment CBE?**
- **How will the college assess student learning in direct assessment CBE programs?**
- **How (and by whom) will the college enforce program policies with errant instructors?**
- **How will the college monitor direct assessment CBE student-instructor engagement to align with R&S regulations?**