



Accreditation and Faculty Types

INSTITUTIONAL VS PROGRAMMATIC ACCREDITATION

In the realm of higher education, accreditation represents a methodical self-assessment and peer evaluation process crafted to elevate academic quality and reinforce public accountability for institutions and programs. This recurrent quality assessment, occurring every 3 to 10 years, involves three core activities: firstly, institutions or programs engage in a self-study aligned with the standardized criteria established by the accrediting organization. Subsequently, a peer review of the institution or program is undertaken to amass evidence of quality. Finally, the accrediting organization renders a judgment decision on accreditation, encompassing potential conditions or non-accreditation for the institution or program. Accreditation serves as an assurance that an impartial external entity, employing suitable peer expertise, has evaluated the educational quality provided by an institution or program and has offered constructive recommendations for enhancement. Access to federal financial aid is oftentimes linked to institutions or programs recognized by the US Department of Education. Additionally, accreditation communicates to potential employers that an educational program has met widely accepted standards, with certain fields mandating graduation from an accredited program or institution.

- **Institutional accreditation**, essential for eligibility in federal financial assistance programs under Title IV of the Higher Education Act, is bestowed by regional accrediting agencies. The U.S. Department of Education's database provides a comprehensive list of accredited postsecondary institutions and programs (see <https://ope.ed.gov/dapip/#/agency-list>). Regional accreditors frequently have standards around the educational preparation and degree required for faculty at the institution. Carefully review requirements for employment at preferred institutions before selecting an advanced degree program.
- **Programmatic accreditation** is conferred by the Commission on Accreditation for Respiratory Care (CoARC). The CoARC specifically focuses on respiratory care education program accreditation for entry-to-practice, degree advancement, and advanced practice respiratory therapy. The CoARC became a freestanding accreditor of respiratory care programs on November 12, 2009. The CoARC grants accreditation to degree-granting respiratory care programs that have undergone a thorough peer review process and have met the minimum accreditation standards established by the CoARC. Programs that successfully meet these criteria are awarded accreditation status by the CoARC, a recognition that publicly acknowledges their notable achievement. Accreditation is required for entry-to-practice RC programs. Degree advancement programs are not required to be accredited by the CoARC, but CoARC accreditation guarantees the education program meets rigorous academic quality standards and has completed a comprehensive evaluation process to ensure the program lives up to its promises. The CoARC is recognized by The Council for Higher Education Accreditation (CHEA) to accredit RC programs.

FACULTY TYPES

- **Tenure-Track/Tenured Faculty. Titles For Tenure-Track/Tenured Faculty Include:**
 - » **Assistant Professor:** this is the first position for a tenure-track faculty. An assistant professor usually has been awarded a terminal degree within the field of instruction but could be a doctoral or professional degree or equivalent, exhibits a commitment to teaching and scholarly or professional work of high caliber, and participates in university service at least at the department and college level.
 - » **Associate Professor:** meets the requirements for appointment as an assistant professor, enjoys a national reputation as a scholar or professional, shows a high degree of teaching proficiency and commitment, and demonstrates public, professional, or university service beyond the department. This is regarded as the second position once tenure and promotion are awarded to the assistant professor.
 - » **Professor:** meets the requirements for appointment as an associate professor; should be well established in his or her field and a recognized leader who has made outstanding contributions in teaching and other educational activities or research, scholarly or artistic or professional practice activities, and has achieved a national or international reputation.

MORE >>>



Accreditation and Faculty Types

- **Non-Tenure-Line Faculty (NLF) Are Faculty Who Are Not Eligible For Tenure. Titles For NLF Include:**
 - » **Adjunct** – a faculty member who teaches on a limited-term contract, often for one semester or per course, and who is ineligible for tenure.
 - » **Lecturer** – instructional faculty are hired for one academic year or semester, either on a per course or FTE appointment. Lecturers may be reappointed, pending successful annual reviews and recommendations to reappoint. Lecturer duties are restricted to teaching functions and may include limited service activities.
 - » **Senior Lecturer** – instructional faculty are hired on a continuing basis, either on a per course or FTE appointment. Senior lecturer appointments may be made for a specific term, not to exceed five years, pending successful annual reviews and recommendations to reappoint, renewable annually. Senior lecturers may be reappointed to subsequent five-year terms. Senior lecturer duties include the teaching function and expanded service activities. Scholarly and creative activities may be encouraged and allowed, but not required.
 - » **Clinical Lecturer and Senior Lecturer** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified.
 - » **Clinical Assistant Professor** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the clinical track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Clinical Associate Professor** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the clinical track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Clinical Professor** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the clinical track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Research Assistant Professor** – appointed for a term not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the research track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Research Associate Professor** – appointed for a term not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the research track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Research Professor** – appointed for a term not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the research track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Lecturer of Practice** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed three years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the faculty of practice track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
 - » **Assistant Professor of Practice** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the faculty of practice track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.



Accreditation and Faculty Types

- » **Associate Professor of Practice** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the faculty of practice track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
- » **Professor of Practice** – instructional faculty hired either on a per course or FTE appointment for a specific term, not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the faculty of practice track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental needs.
- **Typical Education Expectations (Four-Year University)**
 - » Degrees Required for Faculty Teaching Graduate Courses: the terminal degree is at the doctoral level.
 - » Degrees Required for Faculty Teaching Baccalaureate-Level Courses: the terminal degree is at the master's level to teach didactic or lab courses leading to the baccalaureate degree. The instructor of record for clinical courses is an exception and the minimum of a bachelor's degree is required in addition to the specific national credential of Registered Respiratory Therapist (RRT).
 - » Faculty hires follow guidelines set by regional accreditors and the Commission on Accreditation for Respiratory Care (CoARC).
- **Job Expectations (Four-Year University)**
 - » For tenure-track faculty: the first-year tenure-track faculty member's priorities are excellence in teaching and the development of a scholarly agenda. He or she will also be expected to devote limited and targeted time and energy to university service at the department or school level, service to a professional organization, and community engagement. Excellence in teaching is expected throughout the tenure period. Scholarship and service expectations build as the tenure years progress. By the sixth contract year, tenure-track faculty members must document the development and maintenance of excellence in teaching, scholarly and creative endeavors, and service.
 - » Non-tenure-line faculty: effective teaching – classroom, laboratory, clinic, field education, or supervision of students; scholarly and professional engagement – peer-reviewed contributions that enhance knowledge, skills, and practice in clinical practice, education, or relevant disciplines (e.g., reports, presentations, publications); and service – outreach activities to external entities, committee membership, program coordination, or related activities.
 - » Workload: the typical workload assignment for full-time faculty is 12 credits. For tenure-track/tenured faculty this equates to 6 to 9 workload units for teaching and 3 workload units for research during the fall and spring semesters. For non-tenure line faculty, this equates to 12 workload units for teaching during the fall and spring semesters. One three-hour course equates to 3 workload credits.