

- What are the institution's policies on employment of part-time or adjunct faculty?

### Sample Documentation

- Definition of full-time and part-time faculty.
- References to faculty handbooks or other official publications that define terms (e.g., full-time faculty) and give insight into the expectations of the institution in terms of the role of the faculty.
- A narrative describing the role of full-time faculty supporting the adequacy of the mission of the institution, including research and service.
- Policies describing the role of full-time faculty (and others) in carrying out the basic functions of the faculty as described in the rationale and notes.
- Data such as number of faculty; number of students; faculty workloads (contractual and actual); proportion of courses taught by full-time faculty, part-time faculty, and graduate assistants; comparisons of peer institutions; student credit hours generated by full-time and part-time faculty.
- Policies governing the employment of part-time faculty and graduate assistants.

### Reference to SACSCOC Documents, If Applicable

None noted.

### Cross-References to Other Related Standards/Requirements, If Applicable

Standard 6.2.a (*Faculty qualifications*)

Standard 6.2.b (*Program faculty*)

Standard 6.2.c (*Program coordination*)

**6.2.a** For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (*Faculty qualifications*)

### Rationale and Notes

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic programs. The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials. While academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.

It is the institution's obligation to justify and document the qualifications of its faculty. Determining the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional justification is needed for these cases as compared to cases where the academic credentials are a "perfect match" for the teaching assignments. Appropriate qualifications may also differ depending on whether a course is generally transferable to other institutions; qualifications for teaching nontransferable technical courses depend heavily on professional experience and appropriate certifications or work experience.

Judicious use of professional judgment should also be exercised by those asked to serve as external reviewers of faculty qualifications

### NOTES

*For institutions seeking reaffirmation of accreditation, faculty qualifications must be reported for all faculty hired since the submission of the last Compliance Certification, as well as continuing faculty who are teaching courses different in content or level than during the previous review.*

*Continuing faculty members whose qualifications have already undergone peer review, and who are teaching courses with the same content and at the same level as taught at the time of the prior comprehensive review (i.e., initial accreditation visit or reaffirmation visit), may simply be listed by discipline and title, using the form provided by SACSCOC. (Note: This form is under development at the time of publication of this Resource Manual.) For other faculty, institutions should use the Commission's [Faculty Roster Form for Full-time and Part-Time Faculty](#), or an appropriate facsimile, to justify qualifications. These forms can be found under [Institutional Resources](#) on the SACSCOC website. The website also has an [Instructions](#) page for the Faculty Roster form.*

*Information requested on the [Faculty Roster Form for Full-time and Part-Time Faculty](#) should be provided for all full-time and part-time faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential (i.e., are transcribed as the institution's own courses). Faculty teaching developmental/remedial courses should also be included. Teaching assistants should be included only if they are the instructor of record. In some cases, instructors should be included even if they are not employees of the institution (e.g., high school dual-credit programs, ROTC faculty, some international faculty, or faculty teaching courses in a statewide online consortium that are transcribed as "home" courses).*

*An institution is responsible for identifying the instructor of record; that is, the person qualified to teach the course and who has overall responsibility for the development/ implementation of the syllabus, the achievement of student learning outcomes included as part of the syllabus, and for issuing grades. For the submission of the Compliance Certification as part of the reaffirmation process, a Track A institution (offering only undergraduate degrees) should*

*submit rosters for fall term of the current academic year and spring term of the previous academic year. A Track B institution (offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.*

*Transcripts for faculty should be available during on-site reviews (as requested by reviewers) but are not required to be part of the documentation provided as part of the Compliance Certification or a substantive change application/prospectus. However, sufficient information is needed in these other processes for reviewers to determine whether faculty are appropriately qualified.*

*Institutions seeking candidacy or initial accreditation must report on all faculty. Units of a SACSCOC accredited institution seeking separate accreditation from the parent institution may utilize the same procedure as an institution undergoing reaffirmation.*

*If concerns about qualifications of continuing faculty arise during the reaffirmation review, the Reaffirmation Committee may review the qualifications of all faculty members.*

## Questions to Consider

- How does the mission of the institution influence the selection and qualifications of faculty?
- How does the institution determine the competencies of faculty members and justify that their qualifications meet these competencies?
- Who should be included as faculty to ensure all courses offered for credit are included?
- How does the institution document and justify the qualifications for each faculty member? Would a reasonable person find this documentation and justification acceptable?

## Sample Documentation

- A completed “Faculty from Prior Review” form, should the institution choose to submit one.
- A complete roster of all other faculty, including teaching assignments and qualifications.
- Institutional policies or guidelines governing the expected qualifications of faculty members.
- Institutional policies for defining the instructor of record.
- As needed, additional justification of qualifications of specific faculty when the roster form is insufficient.
- Available on site: access to faculty files or portfolios.

## Reference to SACSCOC Documents, If Applicable

SACSCOC forms: Faculty From Prior Review (under development)

[Faculty Roster Form](#)

[Faculty Roster Instructions with sample](#)

## Cross-References to Other related Standards/Requirements, If Applicable

- CR 6.1            (*Full-time faculty*)  
Standard 6.2.b   (*Program faculty*)  
Standard 6.2.c   (*Program coordination*)  
Standard 6.3     (*Faculty appointment and evaluation*)

**6.2.b** For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (*Program faculty*)

### Rationale and Notes

When an institution commits to offering specific academic programs, there is an expectation that it will also provide sufficient faculty resources to maintain the quality and integrity of those programs. In addition to teaching, full-time faculty provide academic services such as curriculum design, development, and evaluation; identification and assessment of appropriate student learning outcomes; student advising; research and creative activity; and institutional and professional service. The work of the core faculty may be supplemented and enhanced by judicious assignment of professional staff, part-time faculty, graduate teaching assistants, and even contracted services. However, program quality and integrity still call for a sufficient number of full-time faculty. Building on definitions and policies discussed in Standard 6.1 (*Full-time faculty*), in this standard the institution should present evidence that each academic program has sufficient full-time faculty to ensure curriculum and program quality, integrity, and review.

For purposes of this standard, an academic program is a credential as defined by the institution. A degree with a defined major is clearly a program. The [Institutional Summary Form Prepared for Commission Reviews](#) should be consistent with how programs are defined within this standard. Academic organizational structures do not always follow academic program structures, although in many cases they will overlap significantly. For example, an accounting department will have primary responsibility for degrees with majors in accounting. But faculty in that department will also be part of programs such as a master of business administration degree or an undergraduate business degree. A technical studies division may include programs as diverse as welding, automotive repair, and web design; there may be overlap across these programs, but that is not always the case. In other situations, a program may have no true “home” because it is intentionally designed to be highly interdisciplinary; faculty in the program may come from a variety of departments. Thus the number of full-time faculty in a department, discipline, or division may not be a good indicator of the number of full-time faculty involved in an educational program. Because of these nuances, a well-crafted narrative for this standard should be more than a set of tables and numbers.

That said, reviewers do expect to see data with some degree of disaggregation by academic program. However, in exercising professional judgment, both institutions preparing materials and persons reviewing materials should be aware that the number of full-time faculty contributing to