

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

a program is often more than—and in other cases often less than – the number of full-time faculty within a specific academic department, discipline, or division.

A narrative for this standard should generally contain:

- An explanation of the nature of the oversight of academic programs and academic processes (not just oversight of broad areas such as social sciences, humanities, or technical studies, and not just broad degree categories such as associate of applied sciences or bachelor of science).
- A description of the distribution/disaggregation of full-time and part-time faculty by academic program.
- The prevalence of work overloads among full-time faculty within the academic program.
- The responsibilities and functions of full-time faculty charged to support and ensure the quality and integrity of each academic program.
- A narrative that provides evidence that the number of full-time faculty in each academic program is adequate to fulfill those responsibilities.
- If distance education and multiple sites are characteristics of program delivery at the institution, the narrative should address how that affects compliance.

Questions to Consider

- How does the institution define academic programs?
- How does the institution define full-time and part-time faculty?
- How does the organizational structure of academic units affect how faculty are involved in program delivery?
- How does the institution determine whether the number of full-time faculty in a program is sufficient?
- What is the best way to present data on full-time faculty by program?
- Are there traditional “faculty functions” that are delivered by other means?
- What are the responsibilities of full-time faculty members and do they constitute a sufficient resource for carrying out basic faculty functions within academic programs?
- What is the role of full-time faculty in program oversight and supervision?
- If applicable, what is the role of full-time faculty in delivering programs at off-campus locations or via distance education?
- How do mission expectations regarding research and public service affect the use of and need for full-time faculty in different programs?
- What is the institutional policy on full-time faculty workload, and how are overloads managed?
- Are there special programs to strengthen part-time faculty (and graduate assistant) involvement and pedagogy?

Sample Documentation

- Definition of full-time and part-time faculty.
- Policies and procedures governing the training and oversight of part-time faculty and graduate assistants.
- Institutionally generated tables and charts summarizing program size and the number of full-time and part-time faculty by program.
- Institutionally generated tables and charts summarizing program delivery (e.g., credit hours generated) by full-time and part-time faculty.
- Institutional policies and procedures affecting the responsibilities and functions of the faculty.
- Workload data across different programs.
- Comparisons with peer institutions or with external benchmarks.
- Data on full-time faculty oversight and participation at various locations and across modes of delivery.

Reference to SACSCOC Documents, If Applicable

SACSCOC document: [Institutional Summary Form Prepared for Commission Reviews](#)

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

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

6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (*Program coordination*)

Rationale and Notes

Because student learning is central to the institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise, including overseeing and coordinating educational programs to assure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

The definition of an academic program under this standard should parallel that found in Standard 6.2.b (*Program faculty*). To repeat:

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](#)