

6.1

Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Faculty Support of the University Mission

The [University of South Carolina system Mission Statement](#) states that "the primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service." According to the [University of South Carolina Columbia mission statement](#), "The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement." The University ensures that the number of full-time faculty addressing these areas is sufficient and routinely monitored.

The regional Palmetto College campuses, in their respective [Mission Statements](#), further refine how each serves its region of the state. Each state the following: "The _____ regional Palmetto College campus is a branch campus of the University of South Carolina Columbia. _____ has as its mission to provide higher education and intellectual leadership to its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. The _____ regional Palmetto College campus offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University of South Carolina system and throughout life."

It is the policy of the university, according to [ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track, and Non-Tenure-Track Faculty](#), to hire faculty who will complement and contribute to that mission. According to [ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track, and Non-Tenure-Track Faculty](#):

"The University of South Carolina is committed to recruiting, retaining, and promoting an outstanding faculty who demonstrate excellence in teaching, research, service, and outreach. The University believes that the presence of a high quality and diverse community of scholars is necessary to achieve such excellence. To that end, the hiring practices adopted by the University are designed to seek out and welcome quality and diversity to its faculty ranks through search processes that are conducted in a fair and open manner."

To meet its mission, the university maintains an adequate balance of full-time and part-time faculty to allow full-time faculty to engage in all aspects of faculty responsibilities. The university's instructional mission encompasses a comprehensive curriculum ranging from associate degrees to highly selective graduate programs at the doctoral level. As a public research university, the University of South Carolina Columbia fosters a broad range of research activity, which encompasses both basic and applied research as well as creative activity. The university relies on the use of part-time faculty, graduate assistants, and others for a variety of reasons that all support the mission of the university and the academic programs of each school. The number of full-time faculty in the individual programs across the university is adequate to fulfill the mission of the University and to ensure the highest possible quality and academic integrity of all of the University's academic programs.

Duties of Faculty

The university adheres to the definition of faculty defined by the [Integrated Postsecondary Education Data System \(IPEDS\) glossary](#) as, "Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities)." The faculty of the University has legislative authority over matters pertaining to the curriculum on the campus where they serve. The Office of the Provost oversees the academic program system-wide approval process and ensures that all ongoing academic program development is in compliance with the South Carolina Commission on Higher Education (CHE) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) regulations and in alignment with university strategic goals and priorities. Faculty positions at the University are described in University Policy [ACAF 1.06, Academic Titles for Faculty and Unclassified Academic Staff Positions](#), and in the [University of South Carolina Columbia](#) and [Palmetto College Faculty Manuals](#).

Full-time Faculty

The responsibilities of the tenure-track and tenured faculty are provided in the Faculty Manuals of both the [Columbia Campus](#) and the regional [Palmetto Colleges](#). As stated in the [University of South Carolina Columbia Faculty Manual](#):

The Board of Trustees is the governing body of the university, and it delegates to the president and the faculty their powers. The faculties of the Aiken, Beaufort, Columbia, and Upstate campuses, subject to the review of the president and the Board, have legislative powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, student discipline, educational policies and standards of the university, and all other matters pertaining to the conduct of faculty affairs, including the discipline of their own members.

The [Palmetto College Faculty Manual](#) similarly states:

Within the limits established by the Board of Trustees, the combined accreditation with the University of South Carolina Columbia, and the policies and rules of the regional Palmetto College Campuses Faculty Senate, the Faculty of a regional Palmetto College Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members.

The [Faculty Senate](#) and the [Palmetto College Faculty Senate](#) are charged with carrying out the legislative responsibilities of the faculty, and through the processes and committees stated in the [Faculty Manuals](#), with ensuring that the faculty meet the qualifications for each faculty rank and annual performance expectations as defined in the Faculty Manual. At the University of South Carolina Columbia and regional Palmetto College campuses, the workloads of faculty members are based on their college/school and appointment type. Each college/school is expected to have written and approved policies for its faculty that address the following:

1. Considerations governing teaching load assignment by faculty appointment type, including:
 - o The number of courses taught per academic year;
 - o The criteria for determining a faculty member's teaching load; and
 - o Acceptable reason for teaching loads at variance with the norm.
2. Considerations governing research load expectations by faculty appointment type; and
3. Considerations related to service workload assignment by appointment type.

The University of South Carolina Columbia Colleges and Schools with tenuring units have written and approved policies in accordance with the [Faculty Manual](#) and University Policy [ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#). The regional Palmetto College campuses have a single criteria document, published in their [Palmetto College Faculty Manual](#).

University policy [ACAF 1.16, Non-Tenure-Track Faculty](#), defines the roles of non-tenure-track faculty. The roles of non-tenure-track faculty vary by college, school and academic unit; for that reason each college, school, and academic unit develops policies to address its particular academic environment. Policies created by colleges, schools, and academic units regarding non-tenure-track faculty must be approved by the dean, and then forwarded to the office of the provost for final approval. The dean of the college or school may authorize separate policies and procedures for the different academic units within the college or school or may have one policy for all academic units within the college or school. The dean is responsible for ensuring that all approved policies regarding non-tenure-track faculty are implemented within the college/school.

Part-time Faculty and Graduate Assistants

The principal component of the university's mission in which part-time faculty play a substantial role is teaching. To assist full-time faculty with the instructional mission, the university employs a number of qualified part-time instructional faculty and graduate teaching assistants. In addition, a small number of qualified staff members whose work involves student support teach sections of the one-credit hour University 101 course.

Ensuring an Adequate Number of Full-time Faculty

To allow for a more targeted approach in the support of the University's mission to educate the state's citizens through teaching, research, creative activity, and community engagement, the University of South Carolina regularly reviews the number of full-time faculty at the level of the academic unit.

Each college/school must submit an annual [Blueprint](#), which provides information on its strategies and performance in meeting the University's Academic Dashboard targets during the current academic year along with the unit's plans for meeting the next year's Dashboard targets. Each college/school must discuss the four key performance parameters required for the success of that unit and institution as a whole and how the unit contributes to these key performance measures. These key performance parameters are: 1) recruiting and developing diverse faculty members who are excellent instructors and recognized scholars with a breadth of experience; 2) promoting research excellence and innovation; 3) providing the highest quality of rigorous instruction and student-centric educational experience to all students; and 4) creating future opportunities in research, education and scholarship through state, federal and industry partnerships. In order to address those key performance parameters, Academic Dashboard targets are established by each college/school for faculty hiring and retention. Each college/school has the goal to maintain an appropriate student-faculty ratio to fulfill the University's mission and status as a world-class research institution.

Traditional faculty hiring at the University of South Carolina Columbia has focused upon the important task of building disciplinary-specific scholarly depth and meeting departmental instructional needs. College/School deans, Department Chairs, and program directors make internal decisions regarding how best to allocate their faculty lines to meet these critical needs, typically focusing on the hiring of junior tenure-track and non-tenure-track positions. The department chair makes an annual budget request for new hires to the dean in the spring semester, taking into account any sponsored funds allocated for faculty positions. Determining the optimal balance of faculty types, whether full-time or part-time, tenured/tenure-track or non-tenure-track, permanent or temporary, involves a negotiation between department chair, program director, the relevant college/school dean(s), and provost.

All of this information contributes to the 8 strategic priorities of the institution: the best students, world-class faculty and staff, outstanding research, increase diversity, affordability and accessibility, community partnerships, excellent infrastructure, and win with character. Compared to data from peer and peer aspirant institutions, the University employs similar number of FTE positions in areas corresponding to its mission (teaching, research, and public service):

Institution Name	Peer or Peer Aspirant	Instructional research and public service FTE (DRVHR2018)	Instructional FTE (DRVHR2018)	Research FTE (DRVHR2018)	Public Service FTE (DRVHR2018)
University of South Carolina-Columbia	UofSC	1994	1886	80	28
Auburn University	Peer	1722	1452	28	242
The University of Tennessee-Knoxville	Peer	1823	1663	101	59
University of Georgia	Peer	2889	2190	124	575
University of Massachusetts-Amherst	Peer	1816	1526	263	27
University of Missouri-Columbia	Peer	2553	2131	320	102
Average Peer	Peer	2161	1792	167	201
University of Florida	Peer Asp	5150	2902	601	1647
University of Illinois at Urbana-Champaign	Peer Asp	2653	2405	248	0
University of Maryland-College Park	Peer Asp	3752	2100	1652	0
University of North Carolina at Chapel Hill	Peer Asp	4664	2086	1464	1114
University of Virginia-Main Campus	Peer Asp	2734	2353	377	4
Average Peer Aspirant	Peer Asp	3791	2369	868	553

Each college/school has one or more administrators responsible for allocation and management of all resources pertaining to graduate assistants, non-tenure-track instructional staffing, adjunct staffing and summer instructional staffing. This entails close analysis of enrollment trends and staffing patterns to provide efficient and responsive allocation of annual budgetary authority for full-time equivalent positions and additional funding for adjunct positions. This person works closely with the department chairs/directors to review the unit curricular plans and faculty workload. The university also employs comparative numbers of full-time instructional staff in both tenured/tenure-track and non-tenure track positions.

Institution Name	Peer or Peer Aspirant	Full-Time TOTAL instructional staff	FT Total Tenured	FT Total Tenure Track	FT Total NTT
University of South Carolina-Columbia	UofSC	1667	768	324	575
Auburn University	Peer	1375	718	336	321
The University of Tennessee-Knoxville	Peer	1595	826	303	466
University of Georgia	Peer	2098	1245	406	447
University of Massachusetts-Amherst	Peer	1417	783	292	342
University of Missouri-Columbia	Peer	1874	725	248	901
Average Peer	Peer	1672	859	317	495
University of Florida	Peer Asp	2734	1522	543	669
University of Illinois at Urbana-Champaign	Peer Asp	2292	1271	497	524
University of Maryland-College Park	Peer Asp	1843	1095	285	463
University of North Carolina at Chapel Hill	Peer Asp	1908	1020	283	605
University of Virginia-Main Campus	Peer Asp	2305	1034	419	852
Average Peer Aspirant	Peer Asp	2216	1188	405	623

The University of South Carolina has consistently maintained a relatively low faculty to student ratio (17:1). The University's student-to-faculty ratio remains consistent with peer and peer-aspirant institutions. The University adheres to the definition of faculty as defined by the [Integrated Postsecondary Education Data System \(IPEDS\) glossary](#) as the ratio of FTE students to FTE instructional staff, i.e., students divided by staff. In order to maintain an appropriate student-faculty ratio, academic program coordinators in each college or school review their full-time/part-time faculty ratio of student semester hours taught to determine the percentage of student semester hours taught by full-time faculty and make recommendations to the Executive Vice President for Academic Affairs and Provost regarding the need for full-time faculty positions in specific areas of study. The goal of this process is to ensure that full-time faculty in any academic year teach sufficient numbers of student semester hours, while providing resources to all faculty to ensure the integrity of academic programs.

Institution Name	Peer or Peer Aspirant	Student-to-faculty ratio
University of South Carolina-Columbia	UofSC	17 to 1
Auburn University	Peer	19 to 1
The University of Tennessee-Knoxville	Peer	17 to 1
University of Georgia	Peer	17 to 1
University of Massachusetts-Amherst	Peer	17 to 1
University of Missouri-Columbia	Peer	17 to 1
Average Peer	Peer	17.4 to 1
University of Florida	Peer Asp	18 to 1
University of Illinois at Urbana-Champaign	Peer Asp	20 to 1
University of Maryland-College Park	Peer Asp	18 to 1
University of North Carolina at Chapel Hill	Peer Asp	13 to 1
University of Virginia-Main Campus	Peer Asp	15 to 1
Average Peer Aspirant	Peer Asp	16.8 to 1

Source: IPEDS Human Resources 2018

Sources

-  [ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track, and Non-Tenue Track Faculty](#)
-  [ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#)
-  [ACAF 1.16 Non-Tenure Track Faculty](#)
-  [Blueprint for Academic Excellence](#)
-  [BoT Home Page](#)
-  [Board of Trustees Bylaws](#)
-  [Faculty Senate](#)
-  [Faculty_Manual_Columbia](#)
-  [Faculty_Manual_Columbia \(Page 12\)](#)
-  [Faculty_Manual_Palmetto_College](#)
-  [Faculty_Manual_Palmetto_College \(Page 9\)](#)
-  [IPEDS Glossary](#)
-  [USC System Mission Statement](#)
-  [USC System Mission Statements All Campuses](#)