

**3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. **(Faculty competence)**

**Compliance Status:** Compliance

The College of Coastal Georgia follows the USG Board of Regents policies, outlining the qualifications for faculty employment.

The *Board of Regents Policy Manual* ([Section 8.3](#)) states that minimum employment qualifications for all institutions and all academic ranks within these institutions shall be:

- Consistent with SACSCOC requirements for institutional accreditation;
- Evidence of ability as a teacher;
- Evidence of ability and activity as a scholar in all other aspects of duties assigned;
- Successful experience (exceptions for those just entering the profession); and
- Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations

The College has rigorous and consistent campus-wide hiring credentialing practices for its faculty. The College adheres to the USG policies (located in [Section 8.3](#) of the *Board of Regents Policy Manual*) for hiring faculty, as well as College policies and procedures located in the *2010-2011 College of Coastal Georgia Full-Time Faculty Handbook*. The College's minimum qualifications for faculty employment are consistent with the Board of Regents' policies and SACSCOC requirements for institutional accreditation.

The College requires that both part-time and full-time faculty members have a masters' degree or higher with a major in the teaching discipline. Exceptions may be made for faculty candidates with documented special training and ability or for faculty with clinical assignments only. Those faculty members who teach in career associate degrees are directed by their respective accrediting agency guidelines.

Specific credentials for teaching faculty include, but are not limited to: evidence of ability as a teacher and a commitment to excellence in teaching; evidence of ability and activity as a scholar; successful experience (except those just entering the academic profession); desirable personal qualities judged on the basis of personal interview, biographical data, and recommendations; interest in service to students, the community, and the institution; and the ability to utilize technology in the classroom.

Faculty teaching baccalaureate courses hold a doctoral or master's degree in the teaching discipline or a master's degree with teaching or practice experience in the field. At least 25 percent of the discipline course hours in each of the College's baccalaureate degree programs are taught by faculty holding the terminal degree in the discipline. The terminal degree for all of the baccalaureate programs at the College is the doctorate.

In Fall Semester 2010, all full-time faculty members met credential standards either through earned degrees or through an assessment of their educational and professional accomplishments. As Table 1 shows, 36 percent of full-time instructional faculty held doctoral degrees, 58 percent held master's degrees, 3 percent held a baccalaureate degree, and 3 percent held an associate's degree.

**Table 1: Faculty by School and Highest Degree Earned – Fall Semester 2010**

School	n	Doctoral Degree	Master's Degree	Bachelor's Degree	Associate's Degree
Arts, Humanities and Social Sciences	24	8	16	0	0
Business and Public Affairs	12	6	4	1	1
Education and Teacher Preparation	7	5	2	0	0
Mathematics and Natural Sciences	25	13	12	0	0
Nursing and Health Sciences	17	4	9	2	2
Total	90	32	52	3	3

### Faculty Credentialing

The Vice President for Academic Affairs has a comprehensive faculty credentialing process by acquiring documentation for all professional faculty members, and then affirming that they are qualified to teach the courses they are assigned to teach. The College has official documentation showing completion of the doctoral degree (or the terminal degree for the field as appropriate for the discipline) as part of its faculty personnel files.

To verify highest degrees obtained, official degree certifications, official transcripts, and other documentation are required. If any further documentation is needed, the faculty member will be responsible for acquiring the information needed and providing it to the Office of Academic Affairs to complete the credentialing.

To determine, for each faculty member, if the field of study of the highest degree matches the field(s) of the courses each faculty member is teaching during academic year 2010-2011, a Classification of Instructional Programs (CIP) code was assigned based on his/her highest degree and field of study – overseen by each School Dean. Courses offered at the College likewise have a CIP code assigned to them. If there is an appropriate alignment, then no further documentation is needed. If there is not a match, then a justification for a faculty member teaching a course outside their highest degree field of study must be provided by the appropriate academic dean or additional documentation is obtained that shows that the faculty member is qualified to instruct the course(s) they are teaching – Justification and Documentation For Exception to the SACSCOC Faculty Credentials Guidelines [sample](#).

The initial matching of faculty CIP codes is accomplished by the Office of Academic Affairs. Additional confirmation of faculty credentialing is provided by the School Deans to the Vice President for Academic Affairs. Final faculty credentialing is affirmed only by the Vice President for Academic Affairs. The official Faculty Roster includes CIP alignments.

Official faculty files are housed in the Office of Academic Affairs, which also maintains a credential database that includes all employees who have faculty rank. This database tracks the teaching subject area, as well as all academic degrees each faculty member holds. Each faculty member's qualifications and justification for course assignments are documented on the SACSCOC Faculty Roster Form<sup>1</sup>.

The Faculty Rosters – organized by each School – have four columns and identify the following information:

- Column 1:** Faculty – name; employment status; full-time or part-time
- Column 2:** Course(s) taught – prefix, course number, course title by term; course identification – (D) developmental, (UT) undergraduate transferable, or (UN) undergraduate non-transferable.
- Column 3:** Academic degrees, diplomas, and certificate that help qualify the instructor to teach. Includes the conferred date of the degree and name of the institution(s) where degrees were earned. When the current degree does not appear to match the discipline, or when in question, the 18 plus graduate hours are identified and summarized. (The College's standard is 18 graduate hours within the discipline.)
- Column 4:** Additional qualifications – related work, licensure, and certificates are included. Where applicable, a notation of "See Justification" is listed. By clicking the hyperlink, an additional justification web page can be accessed for detailed information to qualify the instructor.

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<sup>1</sup> Grey color font used on the Faculty Roster Form identifies faculty as no longer employed at the College.

The five Schools with corresponding Faculty Rosters follows:

- [School of Arts, Humanities and Social Science](#)
- [School of Business and Public Affairs](#)
- [School of Education and Teacher Preparation](#)
- [School of Mathematics and Natural Sciences](#)
- [School of Nursing and Health Sciences](#)

The College adheres to all conditions for qualifications of faculty members under the *USG Board of Regents Policy Manual* for minimum qualifications of faculty members.

### **Annual Evaluation**

To ensure the highest degree of faculty competence, it is the policy of the College to evaluate the performance of all faculty members annually. To carry out this policy, a formal and comprehensive evaluation process has been developed and implemented. The evaluation process used at the College for instructional faculty includes these components:

- Student evaluations of faculty for all courses taught during the Fall and Spring Semesters
- Observation of faculty in the classroom each semester by School Deans
- A self-evaluation completed by the individual faculty member
- A comprehensive evaluation form completed by the School Dean focusing on the broad categories of teaching, service to the institution and community, and professional development, as described below

The faculty evaluation process serves at least four purposes:

- To evaluate the effectiveness of individual faculty members
- To improve instruction for the students of the institution
- To assist the faculty member in his or her professional development
- To provide a basis for promotion and tenure decisions

Each School Dean utilizes a [Faculty Evaluation Form](#) for the annual performance evaluation of teaching faculty. Instructional faculty members are required to participate in this annual evaluation process and submit an evaluation portfolio.

**Supporting Documentation**

[USG Board of Regents Policy Manual, Section 8.3](#)

[2010-2011 College of Coastal Georgia Full-Time Faculty Handbook](#)

[Justification and Documentation for Exception to SACSCOC Faculty Credentials Guidelines - sample](#)

[College of Coastal Georgia Faculty Evaluation Form](#)

SACSCOC Faculty Roster Form

- [School of Arts, Humanities and Social Science](#)
- [School of Business and Public Affairs](#)
- [School of Education and Teacher Preparation](#)
- [School of Mathematics and Natural Sciences](#)
- [School of Nursing and Health Sciences](#)