

CR 2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Compliance **Partial Compliance** **Non-Compliance**

Judgment of Compliance

GCSU is in compliance with this standard and is able to provide evidence of compliance through the narrative and supporting documentation. The number of full-time, qualified faculty employed at Georgia College & State University is sufficient to support the mission and to meet the critical mass necessary for approval, direction and oversight of its academic programs and to ensure the quality and integrity of its academic programs.

Overview

Full-time faculty members are fulfilling the expectations of them in the areas of teaching, academic achievement/professional development, and service, thereby meeting institutional needs and SACS expectations as stated in the rationale for this standard. The faculty activities chronicled below ensure support of the mission and the quality and integrity of the institution's programs. Student-faculty ratios are lower or very competitive with comparable institutions and the percentage of classes taught by full-time faculty members is over 85 %. Average class sizes are low (127.05 average class size for core classes, 3.56 for advanced undergraduate courses, and 8.29 for graduate courses).

Mission-Driven Analysis of Faculty Responsibilities

The university's mission as the designated public liberal arts university within the University System of Georgia drives its expectations of faculty members. GCSU is a Level IV institution offering baccalaureate and master's/specialist's degrees and its focus is on "combining the educational experiences typical of esteemed private liberal arts colleges with the affordability of public higher education. GCSU is a residential learning community that emphasizes undergraduate education and offers selected graduate programs. The faculty are dedicated to

challenging students and fostering excellence in the classroom and beyond” (from the GCSU mission/vision statement).

Consequently, faculty members are expected to be actively engaged with students in the teaching/learning processes in and beyond the classroom. As a public liberal arts institution, great care is taken to ensure that undergraduate students are able to engage fully in the learning process through small size classes, interdisciplinary studies, and extensive educational experiences outside of the traditional classroom setting (practica & internships, study abroad, service-learning activities, residential learning communities, etc). GCSU graduate students, who are predominantly working professionals, are able to enjoy close association with faculty and peers in small sized specialized courses, advanced field-based practice, and faculty-supervised creative works or research projects. Faculty are expected to be actively engaged in scholarship and professional service relative to their field(s) of specialization, and to share this expertise through excellence in instruction and mentorship of their students. The primary emphasis of the institution is on teaching excellence.

Annual Expectations of Full-Time GCSU Faculty Members

Though areas of disciplinary expertise vary among faculty, faculty are annually evaluated by their supervisors in the areas of teaching, academic achievement/professional development, and service (see [the Individual Faculty Report form](#); note that faculty are not expected to make contributions in each listed area.). The university’s institutional statutes and tenure and promotion policies also support these expectations (see supporting documentation).

The [GCSU Academic Affairs Handbook Section 2.10.08](#) defines the workload policy for full-time faculty members as a twelve-semester hour teaching load per semester, but the Provost “may make special assignments to the faculty that affect the teaching portion of the workload within the contracted EFT.” Consequently, teaching loads may vary among the colleges and their faculty to accommodate differing scholarship, service and administrative expectations (see the

[teaching workload policy example from the College of Business](#) in the documentation). GCSU's [official appointment form](#) requires departmental chairs to specify the relative percentage of time new faculty appointees are to devote to teaching, research, service, or administrative duties (see the documentation list for an example of how this is implemented).

The following materials provide evidence of compliance with this standard through analysis of relevant data in the context of the mission and the job description of GCSU faculty members.

I. Sufficient Numbers of Full-Time Faculty to Support the Mission of the Institution:

Teaching Needs

Appropriate student/faculty ratios and class sizes are driven by the university's mission as the designated public liberal arts university within the University System of Georgia.

Definitions

For the purposes of this narrative:

Full-time Faculty are defined in the University System of Georgia Board of Regents Policy Handbook section 3.2.1.1 as members of the Corps of Instruction:

“Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty.”

In addition, anyone who is defined as full-time by the GCSU Office of Human Resources and whose contract specifies that 60% of their activity is devoted to teaching is considered to be a full-time faculty member.

Part-time Faculty are defined according to the University System of Georgia Board of Regents' Academic Affairs Handbook section 4.2 :

“Part-time faculty are non-tenured faculty employed less than full-time at a single USG institution or at more than one USG institution and are subject to the following conditions:

1. Are not accruing time toward tenure
2. Are considered temporary appointees, requiring reappointment from year to year
3. Are not the same as adjunct (courtesy) faculty appointments
4. Are not issued contracts
5. Are not eligible for USG benefits
6. A part-time faculty member’s employment cannot exceed more than one-half time for the year at a single USG institution. A part-time faculty member teaching at more than one USG institution must limit his/her employment to less than half-time employment across all USG institutions. Upon appointment at a USG institution, part-time faculty will be asked to verify in writing that they are in compliance with this policy.”

The GCSU Academic Affairs Handbook defines part-time faculty as “employees working on a temporary basis and receiving pay for services.” (GCSU Academic Affairs Handbook 2.05.07 Part-Time-faculty).

Numbers of Full- and Part-Time Faculty

As of the fall 2009, 301 full-time faculty were employed at GCSU across all ranks (Professor = 80, Associate Professor = 69, Assistant. Professor = 117, Instructor = 14, Lecturer = 21).

The total numbers of full-time equivalent instructional staff at GCSU compare very favorably with other comparator institutions in the Council of Public Liberal Arts (COPLAC), as illustrated in the chart entitled [Comparison Tables and Charts](#) (the most recent data is from fall 2008). Although the total number of full-time equivalent instructional staff is lower than the median figures given for institutions designated by the University System of Georgia (USG) as comparator and aspirational institutions, its student-faculty ratio is lower than the COPLAC and other designated comparator institutions and very competitive with the designated aspirational institutions on the chart (see discussion below for further details on the GCSU student-faculty ratio; the number cited for full-time instructional equivalent staff includes all full-time staff (for Instruction, research, and public service = 280 in 2008) and the number of part-time staff divided by 3 (for Instruction, research, and public service = $98/3=32.6$). Total full time equivalent at GCSU in fall

2008 was = 312.6, rounded to 313). .

The distribution of full-time faculty at GCSU according to rank is generally consistent with averages in Georgia [as reported by the Southern Regional Education Board](#) and within the range reported in other states.

GCSU employed 112 part-time faculty in the fall of 2009. Part-time faculty do not serve on university committees or as advisors to students, nor are they expected to engage in scholarly or professional development activities.

Percent of Courses Taught by Full-Time Faculty

While the relative percentage of part-time faculty as compared to numbers of full-time faculty at GCSU is higher than the [averages reported by the Southern Regional Education Board](#), the percentage of classes taught by full-time faculty compares very favorably to other institutions in the USG (See "[oth-fac-dec06.pdf](#)" file in the documentation subfolder labeled "USG benchmark comparisons." Unfortunately, the most recent report from the USG dates to 2006). Among institutions in the same sector as GCSU in 2006, GCSU had the highest percentage of classes taught by full-time faculty members. The percentage of courses taught by full-time faculty at GCSU has increased since the 2006 USG report (when it was 74.7%). In 2008-2009 over 85% of all classes at GCSU were taught by full-time faculty:

College	Percentage of classes taught by full-time faculty
College of Arts and Sciences	86.06%
College of Business	93.45%
College of Education	80.70 %
College of Health Sciences	79.41%
Support Services	72.47%
University-wide	85.67%

The [Chart 2.8 documentation](#) (sheet 3, labeled FTime PTime) provides a detailed breakdown by

program of the percent of classes and students taught by full-time and part-time faculty in AY 2008-2009.

GCSU has limited programs offered via **distance education**. Those programs include the Master of Music Therapy, the RN-BSN degree, Master of Education in Educational Technology, and the WebMBA. The latter is offered in collaboration with a consortium of institutions. There are no part-time faculty members who teach in these programs. [The GCSU Distance Education Chart](#) lists the numbers of students enrolled, number of participating faculty, and average class size. In all cases note that average class size of the online programs is comparable to the on-campus offerings. The WebMBA is offered by a consortium, and [the WebMBA chart](#) illustrates numbers of faculty and students enrolled across the consortium and the student-faculty ratio. Note that this includes all students and faculty from all institutions participating in the consortium. It does not reflect whether participating faculty teach in the program full-time or part-time. The latter is the case on the GCSU campus.

The GCSU faculty members who deliver courses in these programs are identical to those who deliver courses in on-campus programs in these areas. Information below on service and scholarly activities applies to these faculty members as well.

Faculty Credentials

Faculty credentials are adequate to:

- *provide the quality of excellence expected of faculty in the provision of discipline expertise, effective pedagogy, instructional design, assessment of student learning outcomes achievement, student mentorship, and oversight of the curriculum;
- *support scholarship and institutional and professional service at levels that are appropriate for the mission of Georgia College & State University.

Requirements for initial appointments at GCSU are consistent with University System of Georgia Board of Regents requirements, which emphasize SACS accreditation standards:

“Board of Regents’ Policy manual Section 8.3.1.2 Minimum Qualifications for Employment

Minimum employment qualifications for all institutions and all academic ranks within these institutions shall be:

1. Consistent with the Southern Association of Colleges and Schools’ requirements for institutional accreditation;
2. Evidence of ability as a teacher;
3. Evidence of ability and activity as a scholar in all other aspects of duties assigned;
4. Successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements); and,
5. Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

8.3.1.3 Research and Regional Universities

In addition to the minimum qualifications above, initial appointees to the associate or full professorial rank should have the terminal degree in the appropriate discipline or equivalent in training, ability, or experience.

8.3.1.4 State Universities

In addition to the minimum qualifications above, initial appointees to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability or experience.”

All full-time and part-time faculty members meet SACS and USG degree-credential guidelines or have legitimate alternative qualifications. Faculty information is reviewed and updated each semester in our online system by academic unit administration to ensure for accuracy of match with credentials for each course taught by individual faculty. All faculty credentials are validated and researched for appropriateness of fit within the faculty position description of requirements and teaching expectations throughout the search process and prior to employment at GCSU. Upon hiring their credentials are entered into the online system.

Additionally, faculty must annually submit updated electronic copies of their vitae that reflect their accomplishments throughout year as part of their annual performance review process. These vitae are archived electronically for appropriate password protected access by the GCSU

administration.

The following chart illustrates the numbers of full-time faculty who hold a terminal degree in their area of expertise and the academic qualifications of faculty who do not:

Fall 2009 Instructional Faculty	Numbers of Full-time Faculty
Total number of instructional faculty	301
Total number with doctorate, first professional, or other terminal degree	237
Total number whose highest degree is a master's but not a terminal master's	64 (10 are ABD)
Total number whose highest degree is a bachelor's	0
Total number whose highest degree is a Doctorate	223

Student-Faculty Ratio

[Section 3.05.04 Calculating the Student-to-Faculty Ratio](#) of the GCSU Academic Affairs

Handbook defines the formula used to calculate this ratio at GCSU:

“The student-to-faculty ratio at Georgia College is calculated using a formula provided by the Common Data Set (CDS) Initiative. This formula is favored because it takes into account both full-time and part-time student counts, both full-time and part-time faculty counts, and the percentage of faculty who have predominately instructional responsibilities. U.S. News & World Report requires colleges to use the CDS formula when submitting student-to-faculty ratios for its college rankings issue. The formula is as follows:

$$\text{Student-to-Faculty Ratio} = [SF + SP/3] / [FFI + (FFN + FPI)/3]$$

where SF = the number of full-time enrolled students, SP = the number of part-time enrolled students, FFI = the number of full-time instructional faculty, FFN = the number of full-time non-instructional faculty who teach part-time, and FPI = the number of part-time instructional faculty.”

The one exception to this is that the number of students is based on the unduplicated number of students in a major during the AY regardless of full/part-time status.

The [excel chart entitled 2.8 documentation](#) shows the numbers of full- and part-time faculty and students enrolled in each program in each college along with the student-faculty ratio (see sheet 4 of the spreadsheet: Student Faculty Ratio), calculated using the formula above and also using only full-time faculty numbers as indicted. (This data is from AY 2008-2009.)

The [Chart 2.8 documentation](#); (sheet 2 labeled US and GR SCH, Enroll, AvgCLSz) shows enrollment by departments. The fall 2008 official GCSU enrollment was 6,506 students (UG=5490/G=1016).

The AY '08-'09 Student / Faculty Ratio for the institution was 15.57:1 using the CDS formula above; it was 18.50:1 using **only** full-time faculty (calculated using the unduplicated number of all students enrolled during the academic year (in either the fall or spring or both terms of 2008-2009) divided by the number of full-time faculty in the department (faculty members with a full-time contract, including dept chairs teaching courses in either fall, spring, or both during the academic year).

The AY '08-'09 Student-Faculty ratio varied among departments and colleges, as documented in [Chart 2.8](#) (sheet 4 labeled student faculty ratio). The following chart shows the Student-Faculty ratio for the four colleges:

College	Ratio calculated according to the CDS formula	Ratio calculated using only full-time faculty
College of Arts and Sciences	12.88:1	15.08:1
College of Business	28.24:1	31.30:1
College of Education	8.60:1	10.75:1
College of Health Sciences	22.15:1	29.09:1

[The WebMBA Chart](#) shows the enrollments and student-faculty ratio for the WebMBA, which is offered through a consortium via **distance education**.

The spreadsheet entitled [comparison tables and charts](#) contains data on GCSU's student-faculty ratio (using data from the fall 2008) in comparison to institutions who are, like GCSU, members of COPLAC; institutions selected by the USG as comparator institutions; and those selected by the USG as aspirational institutions for GCSU.

GCSU's student-faculty ratio compares favorably to COPLAC and USG comparator institutions, but GCSU has a somewhat higher student-faculty ratio size than the group of USG aspirational institutions. Note, however, that GCSU has far fewer total full-time equivalent staff devoted to instruction, research, and service than do institutions defined by the University System of Georgia aspirational institutions.

Average Class Size

The [Chart 2.8 documentation](#) (sheet 2 labeled US and GR SCH, Enroll, AvgCLSz) shows average class sizes for spring 2009 based on colleges and departments and undergrad (by lower and upper level) and grad courses. The average class size across the institution for spring 2009 was 27.05 for undergraduate lower level courses; 18.56 for upper level courses; and 8.19 for graduate courses. Average class sizes varied among college and departments, as documented in [Chart 2.8](#). The College of Business had the highest average class sizes of any college on campus at 40.99 for undergraduate lower level classes, 24.76 for undergraduate upper level classes, and 12.90 for graduate courses. The chart [GCSU Distance Education](#) shows average class size for GCSU's limited **distance education programs**.

Faculty Oversight of Service Learning and Other Activities Beyond the Classroom

Full-time faculty members are fulfilling the expectation stated in the GCSU mission of fostering excellence beyond the classroom through service learning and other activities.

Full-time faculty members have supervised and/or mentored 560 students, who have participated in Residential Learning Communities offering co-curricular activities since 2006. Full-time faculty members have mentored 472 students who have participated in leadership activities since 2006, including the American Democracy Project (ADP). GCSU full-time faculty members mentored three GCSU students who won first place co-curricular awards and one GCSU student who won an institutional second place ADP award for excellence.

Full-time faculty members mentor student presenters at the GCSU student research conference; presentations have increased from 104 (2006) to 302 (2009). Since 2006, there have been 64 student research journal publications sponsored by full-time faculty members and 259 students gave joint professional, peer-reviewed presentations and/or publications with full-time faculty members.

The following chart indicates growth from 2006-2009 of supervision of service learning and other activities that are supervised or mentored by full-time faculty members beyond the classroom.

Type of Activity	2006	2009
Service learning hours attached to academic courses for credit logged by students (taught by full-time faculty members and recorded on the GCSU Experiential Learning Transcript)	12,328	30,000
Student internships/pratica (supervised by faculty and participating external mentors)	908	1191
Student volunteer hours (in projects designed or supervised by GCSU full-time faculty members)	33,586	42,500
Student recipients of the Presidential Service Award (recognizing a minimum of 100 volunteer hours in a year)	33	146

Participants in study abroad courses taught, supervised, or organized by GCSU full-time faculty members have increased by 168.87% since 2003, the largest increase among all University System of Georgia institutions and representing by far the largest percentage of participating students (4.45%) of institutions in our sector in the USG (average 1.70%).

Summary: These materials suggest that GCSU's average class size, student-faculty ratio, percentage of classes taught by full-time faculty members, and supervised activities out of the classroom are consistent with our university mission and sufficient to assert compliance with CR 2.8.

II. Sufficient Numbers of Full-time Faculty to Ensure the Quality and Integrity of Academic Programs:

Service to the Institution (Approval, Coordination, and Oversight of Degree Programs; Student Advisement; Service on University Committees)

According to the USG Board of Regents Policy Manual Section 3.2.4, faculty have primary responsibility for the content, quality, and effectiveness of the curriculum:

“3.2.4: Faculty Rules and Regulations

The faculty, or the council, senate, assembly, or such other comparable body, shall, subject to the approval of the president of the institution:

1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and,
4. Make such regulations as may be necessary or proper for the maintenance of high educational standards.”

GCSU has sufficient full-time faculty members to meet BOR requirements for direction and oversight of academic programs as well as institutional needs. This is accomplished at GCSU through service by full-time faculty members as program coordinators and/or on college curriculum and instruction committees, standing committees of the University Senate, and the

University Senate, as outlined below.

Full-time Faculty Responsibility for Program Coordination at GCSU

GCSU has sufficient numbers of qualified full-time faculty to provide program coordination for each degree program or cluster of related programs and curricular concentrations. The Academic Program Coordination Charts ([College of Arts & Sciences](#), [College of Business](#), [College of Health Sciences](#), [College of Education](#)), including responsibilities, credentials, and vitae, support our case for compliance with this standard.

Full-time Faculty Service on College Curriculum and Instruction Committees

Each of the four colleges at GCSU has an undergraduate curriculum and instruction committee and a graduate curriculum committee or graduate coordinator's council, whose members are full-time faculty ([College of Arts and Sciences Curriculum Committee Roster](#); [College of Business Curriculum Committee Rosters](#); [College of Education Curriculum Committee Rosters](#); [College of Health Sciences Curriculum Committee Rosters](#)). All curricular matters must be approved by college-level C&I committees before proceeding to the University Senate, where the Curriculum and Assessment Policy Committee, a standing committee of the University Senate, recommends or not the proposal for review by the entire senate. The University Senate structure and eligibility to serve as an elected faculty senator are more fully described below, but the University Senate Bylaws mandate that elected faculty senators must make up at least seventy-five percent of the membership ([GCSU University Senate Bylaws II. Section 1A.1](#)). GCSU has sufficient numbers of full-time faculty members to meet institutional needs for academic committee service.

Full-time Faculty Service on Governance and Curriculum Committees of the University Senate

GCSU has sufficient full-time faculty members to fill all necessary positions in our system of

shared governance, according to which policies are developed and recommended to the University President by the University Senate. The purview of the University Senate includes all academic policies and curricular matters enacted at GCSU, as well as other aspects of institutional policy.

The university senate is a governance body consisting of fifty members, including thirty-seven elected faculty senators who are full-time faculty members. In addition, five senators are appointed by the University President, one to each of the five standing committees, and these may be full-time faculty members and/or staff. The University Senate elects one of its current elected faculty senator members (who must be a full-time faculty member) to serve for a one-year term as Presiding Officer.

Eligibility for election as a faculty senator is determined by membership in the Corps of Instruction, which is composed of full-time faculty members at the rank of Professor, Associate Professor, Assistant Professor, Instructor, Senior Lecturer, or Lecturer; and completion of at least two years of service at the university at the time the term of senate service begins. As stated above, University Senate Bylaws mandate that elected faculty senators must make up at least seventy-five percent of the membership ([GCSU University Senate Bylaws II. Section 1A.1](#)). (Other members of the senate are the University President, who serves as an ex-officio non-voting member; the Chief Academic Officer, who serves as an ex officio non-voting member; four staff members selected by Staff Council; and two student members selected by the Student Government Association.) Faculty senators are apportioned each year during the election period among the four colleges and the library on the basis of numbers of full-time faculty members represented in each unit.

These thirty-seven faculty senators and those faculty members who may be among the five senators appointed by the University President are sufficient to populate the five standing

committees of the university senate, which include the Academic Policy Committee; the Curriculum and Assessment Policy Committee; the Faculty Affairs Policy Committee; and Student Affairs Policy Committee; and the Resources, Planning, and Institutional Policy Committee. Each of these committees has thirteen members. In addition to elected faculty senators, staff and student senators, and presidential appointees, full-time faculty members who were not elected as senators by their departments may volunteer to serve on any of the five standing committees. The Chief Academic Officer also appoints five members, one to each of the standing committees, who may be full-time faculty members and/or staff. These five CAO appointees are not considered senators but have full voting privileges on the standing committees to which they are appointed.

According to the University Senate bylaws, the membership of the Academic Policy Committee, the Curriculum and Assessment Policy Committee, and the Faculty Affairs Policy Committee (which are relevant to CR 2.8) must be composed of at least 11 members from the Corps of Instruction (full-time faculty members), including at least seven senators. The Student Affairs Policy Committee and the Resources, Planning, and Institutional Policy Committee must each have at least six members of the Corps of Instruction (full-time faculty members), including at least four senators. A complete description of the [membership and charges for each of these committees as excerpted from the University Senate bylaws](#) is included in the supporting documentation.

Advisement Service by Full-time Faculty Members

Advisement is considered a component of service to the institution in the annual performance review (see the [Individual Faculty Report form](#)). GCSU has sufficient full-time faculty members to meet advisement needs. Three of the Colleges (College of Education, College of Business, and College of Health Sciences) have professional, full-time advisors who assist students primarily

during their first two years. Full-time faculty members advise students in their last two years in these three Colleges. In the College of Arts and Sciences, students are immediately assigned upon matriculation to advisors in their major who are full-time faculty members. The charts below from each department illustrate faculty engagement with this activity and overall distribution of advisees among full-time faculty members and/or full-time professional advisors (where noted). (Names and personal information of students have been deleted. Only the information about the student's major has been retained in the column labeled STUD MAJOR).

College

Department

College of Arts and Sciences

- [Art](#)
- [Biological and Environmental Sciences](#)
- [Chemistry and Physics](#)
- [English and Rhetoric](#)
- [Government and Sociology](#)
- [History, Geography, and Philosophy](#)
- [Mass Communication](#)
- [Mathematics](#)
- [Modern Languages and Cultures](#)
- [Music](#)
- [Psychological Sciences](#)
- [Theater](#)

College of Business

- [Accounting](#)
- [Economics and Finance](#)
- [Info Tech and Marketing](#)

College of Education

[Management](#)

[Early Childhood and Middle Grades](#)

[Foundations and Secondary Ed](#)

[Special Education](#)

College of Health Sciences

[Kinesiology](#)

[Music Therapy](#)

[Nursing](#)

Other Service Activities

In addition, full-time faculty serve on departmental, college, and university-wide committees.

There are currently over twenty active university-wide committees whose membership consists largely of full-time faculty members with staff and student representation as appropriate. Since 2005, an additional thirteen university-wide committees whose members are largely full-time faculty members have completed their work and been retired (see documentation for a [list of these committees and their required membership](#)).

There are also college-wide committees, and each college has sufficient full-time faculty members to populate the college-wide committees (see documentation for a list of college-wide committees and their membership and/or click on the links for the committees in [The John H. Lounsbury College of Education](#), [The College of Arts and Sciences](#), [The J. Whitney Bunting College of Business](#), and [The College of Health Sciences](#)).

Full-time faculty members are also fully engaged in service to the community and to state, national, and international organizations. Note that although the annual [Individual Faculty Report Form](#) lists public service as a separate evaluation area, in fact, the institutional statutes and college tenure and promotion documents do not require but do reward public service, except in the case of the College of Health Sciences (See the supporting documentation for institutional statutes and tenure and promotion policies).

[All of the faculty members in the College of Arts and Sciences were evaluated by their chairs for AY 2008-2009](#) as fully acceptable, commendable, or excellent in the areas of institutional and public service. Similarly, all the faculty members in the [College of Health Sciences](#) were evaluated as fully acceptable or higher in these areas on their annual evaluations. [Ninety-four percent of the faculty members in the College of Education](#) were judged to be fully acceptable or better in these areas. [All faculty members in the College of Business](#) were judged to be acceptable or better in service to the institution, while 95 percent of the faculty members were judged to be acceptable or better in the area of public service.

III. Sufficient Numbers of Full-time Faculty to Ensure the Quality and Integrity of Academic Programs:

Full-Time Faculty Productivity (Academic Achievement/Professional Development)

GCSU faculty are productive as scholars and many involve their students in their research.

Since 2006, GCSU faculty and students have co-published, co-exhibited, or co-presented 259 works in professional, peer-reviewed venues.

During 2008-2009, the annual reports of the four colleges and departments and individual faculty report forms illustrate the involvement of full-time faculty members in scholarship (peer-reviewed publications, presentations at professional conferences, internal and external funded grants, professional exhibitions or performances) and professional development. The list excludes works in progress and publications or projects that were not peer-reviewed. The following charts provide summative information for each college:

College of Arts and Sciences

Publications	Presentations	Funded Internal Grants	Funded External Grants	Exhibitions-Performances	Prof. Development instances
164	228	33	28	134	342

College of Health Sciences

Publications	Presentations	Funded Internal Grants	Funded External Grants	Exhibitions-Performances	Prof. Development instances
22	84	30	12	n/a	246

College of Business

Peer-Reviewed Publications	Presentations	Funded Internal Grants	Funded External Grants	Exhibitions-Performances	Prof. Development instances
106	42	10	3	n/a	62

College of Education

Publications	Presentations	Funded Internal Grants	Funded External Grants	Exhibitions-Performances	Prof. Development instances
17	70		13	n/a	70

Summary: GCSU has sufficient numbers of full-time faculty members to support the institutional mission and to ensure the quality and integrity of its academic programs. Full-time faculty members are fully engaged in activities that support the mission and ensure the quality and integrity of its academic programs. Classes sizes and student-faculty ratios are well below national averages. Over 2/3rds of GCSU faculty members have terminal degrees in the discipline in which they teach. GCSU full-time faculty members meet annual evaluation requirements for scholarship and service, and there are sufficient full-time faculty members to coordinate programs, advise students, serve on academic committees, and participate in governance.

Supporting Documents referred to in the Narrative

- 1) Faculty job expectations documents:
 - a. GCSU [annual individual faculty report form](#) (see GCSU AA handbook subfolder; faculty review subfolder)
 - i. GCSU annual full-time faculty review process, from the GCSU Academic Affairs Handbook [3.07.03 Faculty Performance Evaluation](#)
 - b. [Institutional Statutes](#)
 - c. GCSU Tenure & Promotion and Post-tenure Review Guidelines, from the GCSU Academic Affairs Handbook (see GCSU AA handbook subfolder; tenure, promotion, and pre-post tenure review subfolder):
 - i. [3.08.05.2 Promotion and Tenure](#)
 - ii. [3.08.05.2.1 Tenure Policy](#)
 - iii. [3.08.05.2.2 Non-Tenure Track Personnel](#)
 - iv. [3.08.05.2.3 Tenure Procedures](#)
 - v. [3.08.05.2.4 Promotion Policies](#)
 - vi. [3.07.03.6 Pre and Post-Tenure Review](#)
 - d. College tenure and promotion policies: [The College of Arts and Sciences](#), [College of Health Sciences](#), [College of Education](#), and [College of Business](#) Tenure and Promotion Policies). These illustrate expectations of faculty. Note that all colleges require service to the institution but do not necessarily demand service to the public,

with the exception of the College of Health Sciences. See [The College of Arts and Sciences Tenure and Promotion Policy](#) p. 12-13; The [College of Health Sciences Tenure and Promotion Policy](#) pp. 7 & 12; The [College of Education Tenure and Promotion Policy](#) p. 2 section 1.2.2; and The [College of Business Tenure and Promotion Policy](#), p. 6).

e. [GCSU Academic Affairs Handbook Section 2.10.08](#): official workload policy

f. GCSU [official appointment form](#): illustrates how faculty workload is determined upon appointment (percentage of duties related to teaching, administration, etc.)

i. [Specific example of implementation](#).

g. College of Business [workload policy](#) : illustrates requirements for research/ scholarly publications and how those relate to and may result in reduced teaching loads for COB faculty.

2) Definitions of full-and part-time faculty:

a. University System of Georgia [Board of Regents Policy Handbook section 3.2.1.1](#): defines full-time faculty

b. University System of Georgia Board of Regents' [Academic Affairs Handbook section 4.2](#): defines part-time faculty

c. The GCSU Academic Affairs Handbook [2.05.07 Part-Time Faculty](#)

3) Comparative data:

a. [Comparison Tables and Charts](#): data from fall 2008 showing the number of full-time equivalent instructional staff and student-faculty ratio at GCSU in relation to institutions designated by the University System of Georgia (USG) as comparator and aspirational institutions. Data shows favorable comparisons between GCSU and COPLAC institutions for full-time equivalent instruction staff, and GCSU as lower than comparator and aspirational institutions, some of which are considerably larger than

GCSU. Data shows very favorable comparisons between GCSU and COPLAC and comparator institutions for student-faculty ratio, but with a higher student-faculty ratio than aspirational institutions.

b. [Southern Regional Education Board data](#) showing percent distribution of full-time faculty according to rank across reporting states. Data shows GCSU is within the ranges reported by this group of states/institutions.

c. [Southern Regional Education Board data showing percentage of part-time faculty among reporting states](#) percentage of part-time faculty as compared to numbers of full-time faculty. Data shows GCSU is within the ranges reported by this group of states/institutions.

d. USG benchmark comparisons: ([oth-fac-dec06.pdf](#)). Data is from the most recent report from the USG in 2006 and shows favorable comparisons between GCSU and other institutions in terms of full-time and part-time faculty.

4) Excel spreadsheet ([2.8 documentation.xlsx](#)): shows numbers of faculty in each department/program, number of classes taught by full-time as opposed to part-time faculty (FTIME, PTIME, sheet 3), numbers of majors in each department/program (UG Maj by Class -- sheet 1), average class size for lower- and upper-level undergraduate and graduate courses by department/program (UG and Grad SCH, Enroll, AvgCLSz- sheet 2), and student-faculty ratio (sheet 4).

5) [GCSU Distance Education chart](#): spreadsheet shows enrollments, student-faculty ratio, numbers of full-time faculty and students enrolled, and average class size for the Master of Music Therapy, RN-BSN, M.Ed. in Educational Technology.

6) [WebMBA chart](#) shows number of students enrolled and participating faculty along with student-faculty ratio. Not that this program is offered by a consortium of institutions).

7) Faculty Qualifications

a. USG BOR [faculty qualifications guidelines](#), section 8.3.1 of the BOR Policy

Handbook

8) [Section 3.05.04 Calculating the Student-to-Faculty Ratio](#) of the GCSU Academic Affairs

Handbook defines the formula used to calculate this ratio at GCSU.

9) [USG Board of Regents Policy Manual Section 3.2.4: Faculty Rules and Regulations:](#)

USG policy assigning to faculty primary responsibility for the content, quality, and effectiveness of the curriculum.

10) Full-time faculty service: program directors, advisors, academic and governance committees

a. Academic Program Coordinators Charts with Vitae and Credentials: [College of Arts & Sciences](#), [College of Business](#), [College of Health Sciences](#), [College of Education](#)

b. Advisement Lists by Department:

College

Department

College of Arts and Sciences

[Art](#)

[Biological and Environmental Sciences](#)

[Chemistry and Physics](#)

[English and Rhetoric](#)

[Government and Sociology](#)

[History, Geography, and Philosophy](#)

[Mass Communication](#)

[Mathematics](#)

[Modern Languages and Cultures](#)

[Music](#)

[Psychological Sciences](#)

College of Business

[Theater](#)

[Accounting](#)

[Economics and Finance](#)

[Info Tech and Marketing](#)

[Management](#)

College of Education

[Early Childhood and Middle Grades](#)

[Foundations and Secondary Ed](#)

[Special Education](#)

College of Health Sciences

[Kinesiology](#)

[Music Therapy](#)

[Nursing](#)

c. [Excerpt from the University Senate Bylaws](#) showing charges and committee membership of the five standing committees of the university senate.

d. College Curriculum Committees:

i. [College of Arts and Sciences Curriculum](#)

[Committee Roster;](#)

ii. [College of Business Curriculum Committee](#)

[Rosters;](#)

iii. [College of Education Curriculum Committee](#)

[Rosters;](#)

iv. [College of Health Sciences Curriculum Committee](#)

[Rosters](#)

e. University Senate Standing Committee [membership and charges as excerpted from the University Senate bylaws](#)

f. [GCSU University Senate Bylaws II. Section 1A.1](#): Membership and Composition of the University Senate

g. GCSU [university-wide committees](#): illustrating full-time faculty engagement in university-wide service

h. GCSU College-wide committees:

i. [The John H. Lounsbury College of Education](#),

ii. [The College of Arts and Sciences](#),

iii. [The J. Whitney Bunting College of Business](#),

iv. [The College of Health Sciences](#)

11) Annual evaluation cumulative summaries for GCSU full-time faculty for 2008-2009: illustrating fulfillment of service (and other) requirements:

a. [The College of Arts and Sciences](#)

b. [College of Health Sciences](#)

c. [The John H. Lounsbury College of Education](#)

d. [The J. Whitney Bunting College of Business](#)