

6.2.b Program faculty

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.

Compliance Judgment: In Compliance

Rationale

As stated in the [narrative response to Standard 6.1 – Full-time faculty](#) ^[1], the instructional base at University of South Carolina Aiken is comprised of full-time and part-time faculty. Both full-time and part-time faculty are hired and appointed to specific academic units in support of general education classes offered by that academic unit as well as major classes required for programs of study. Faculty are assigned to one of three professional schools (i.e., School of Business Administration, School of Education, or School of Nursing) or an academic department within either the College of Arts, Humanities, and Social Science (i.e., Department of Communication; Department of English; Department of History, Political Science, and Philosophy; Department of Languages, Literatures, and Cultures; Department of Sociology; and Department of Visual and Performing Arts) or the College of Sciences and Engineering (i.e., Department of Biology and Geology, Department of Chemistry and Physics, Department of Exercise and Sports Science; Department of Mathematical Sciences and Engineering, and Department of Psychology).

Oversight of Academic Programs. Delegated by the Board of Trustees and subject to the review and approval of the Chancellor, the faculty has legislative powers in all matters pertaining to the standards of admission, registration, requirements for and the granting of degrees, curricula, instruction, research, extracurricular activity, discipline of students, educational policies, and standards of the University. Faculty have the responsibility to ensure curriculum and program quality, integrity, and review. These powers and responsibilities are stipulated in the Faculty Manual and are more fully delineated in the [narrative response to Standard 6.1 – Full-time Faculty](#).^[1]

As presented in the [narrative response to Standard 6.2.c - Program Coordination](#),^[2] each academic program is coordinated by a full-time faculty member who is responsible for the oversight of the program. Letters of appointment for each coordinator delineate responsibilities to work collaboratively with the faculty in the program to collect and analyze key assessments related to student learning outcomes, to monitor compliance with accreditation standards, and to make curricular modifications as needed. These duties are apparent in the illustrative examples of the appointment letters for the [Special Education Director](#)^[3], and the [Industrial Process Engineering Program Coordinator](#).^[4]

New and modified undergraduate curriculum created by faculty within the academic unit offering the related program of study undergo review by the [Courses and Curricula Committee](#).^[5] The Courses and Curricula Committee is a standing committee of the Faculty Assembly made up of full-time faculty that acts in a deliberative and recommending capacity concerning all requests for additions, deletions, and changes in courses and curricula and for compliance with the campus' long-range plans. The [Graduate Advisory Council](#)^[6], which is also a standing committee of the Faculty Assembly, acts in a similar capacity concerning all requests for additions, deletions, and changes in graduate courses and curricula.

Further, as presented in the [narrative response to Standard 8.2.a - Student outcomes for educational programs](#)^[7], the Faculty Assembly's [Academic Assessment Committee](#)^[8] reviews full reports from each academic unit about the implementation and findings of its assessment program as well as how assessment is used for improvement of undergraduate programs of study. The committee serves in an advisory capacity to the full-time faculty and coordinators with oversight of each program of study to ensure that all assessment programs articulate goals and objectives for student learning outcomes, measure the extent to which student performances meet these goals and objectives beyond the attainment of final course grades, and use the results for curricular improvements and adjustments. Similar roles are played by the Graduate Advisory Council for graduate degree programs, and the [General Education Committee](#)^[9] for goals and objectives associated with the general education curriculum.

Activities related to curriculum and program quality, integrity, and review that are undertaken by full-time faculty members in each academic unit are reported annually in an end-of-year report. An illustrative example is provided in the [School of Nursing end-of-year report](#) ^[10] where updates to the curriculum and additions to the simulation program were noted in 2018-19. Another example is provided in the [Department of English end-of-year report](#) ^[11] for 2018-19 where progress on the development of new curriculum was reported along with significant co-curricular activities. Links to similar reports for all academic units are provided in Table 6.2.b-1.

Table 6.2.b-1. End-of-year Reports of Academic Units (2015–2019)

Department of Biology & Geology ^[12]	Department of Mathematical Sciences & Engineering ^[18]
Department of Chemistry & Physics ^[13]	Department of Psychology ^[19]
Department of Communication ^[14]	Department of Sociology ^[20]
Department of English ^[11]	Department of Visual & Performing Arts ^[21]
Department of Exercise & Sports Science ^[15]	School of Business Administration ^[22]
Department of History, Political Science & Philosophy ^[16]	School of Education ^[23]
Department of Languages, Literatures & Cultures ^[17]	School of Nursing ^[10]

Monitoring of Workload and Part-time Faculty across Academic Units. New resource requests, including requests for new full-time faculty positions, are made by each academic unit in end-of-year reports available in Table 6.2.b-1. In an effort to ensure the quality and integrity of its academic programs, the decision to allocate a new full-time faculty position is made based on several key indicators including reliance on part-time faculty; the average class size for lower level, upper division, and if appropriate, graduate classes in each discipline; the number of students pursuing majors; teaching loads; advising loads; research and service activities of faculty; and the requirements of professional accrediting bodies. Five-year trends in these data are presented in the end-of-year report. These reports are shared among members of Academic Council which consists of Academic Chairs, Deans, and the Provost. Based

on deliberations and discussions by the Council, the Provosts prioritizes and makes recommendations to the Chancellor regarding new full-time faculty positions.

As an example, the [Department of Biology and Geology in 2017-18](#) ^[12] reported as a challenge the increasing accrual of uncompensated independent study hours generated by faculty who were conducting multi-semester research projects students. The unit identified several strategies to address the challenge, including the hiring a lecturer in anatomy and physiology, which was approved. As another example, the [Department of Exercise and Sports Science](#) ^[15] was seeing program growth and was increasingly relying upon overloads and part-time faculty. A new full-time faculty position was authorized and filled resulting in the achievement of a manageable workload balance relative to all elements of functional operation. Overall, the number of full-time faculty across all programs of study has grown over the past several years; the University has had a complement of 123, 154, 159, and 165 for fiscal years 2017, 2018, 2019, and 2020, respectively.

Disaggregation of full-time and part-time faculty by academic program.

Table 6.2.b-2 shows the number and percent of full-time and part-time faculty for each academic program in the 2019-20 academic year. USC Aiken offers 13 different degrees in 47 undergraduate and 4 graduate programs of study. The list of academic programs includes programs at the remote sites of USC Salkehatchie, USC Sumter, and future site of USC Union; online degree completion programs; and traditional delivery programs on the main campus. As shown in Table 6.2.b-2, the proportion of full-time and part-time faculty in support of a program is not impacted by the nature of program delivery. Online degree completion programs and programs offered on remote campuses have approximately an equivalent proportion of instruction completed by full-time faculty as programs offered on the Aiken campus. For example, 60% of the instruction in the Bachelor of Arts in Education (Early Childhood Education) program on the Aiken campus was done by full-time faculty while 61% of instruction was completed by full-time faculty for the same program each of the Salkehatchie and Sumter campuses.

Table 6.2.b-2 presents the faculty teaching general education classes separate from and included within each degree program. As presented in the [narrative to Standard 9.3 General education requirements](#),^[24] the general education core consists of 50-59 semester hours or 35% to 49% of the coursework required for an undergraduate degree. In 2019-20, somewhere between 56% and 65% of instruction was completed by full-time faculty across undergraduate academic programs, inclusive of general education classes. Exclusive of general education, somewhere between 32% and 100% of the course work was taught by full-time faculty across undergraduate programs. All undergraduate programs, with the exception of the Bachelor of Arts in Fine Arts (32%) and the Bachelor of Arts in Music (42%), had a greater proportion of instruction completed by full-time faculty. As is common with degree programs in the arts, both the Fine Arts and Music programs rely heavily upon individual instruction by practicing artists and musicians who are contracted as needed on a part-time basis to complement the core of full-time faculty. Among graduate programs, somewhere between 40% and 85% of instruction was completed by full-time faculty in the 2019-20 academic year.

Table 6.2.b-2. Full-time and Part-time Faculty by Academic Program (2019-20)

General Education or Degree (Major) <i>Link to program description</i>	Exclusive of general education		Inclusive of general education	
	Full-time faculty n (%)	Part-time faculty n (%)	Full-time faculty n (%)	Part-time faculty n (%)
General Education core ^[25]			83 (61%)	53 (39%)
Bachelor of Arts (Art) ^[26]	Class offerings to start in fall 2020			
Bachelor of Arts (Biology) ^[27]	14 (82%)	3 (18%)	97 (63%)	56 (37%)
Bachelor of Arts (Chemistry) ^[28]	13 (72%)	5 (28%)	96 (62%)	58 (38%)
Bachelor of Arts (Communication) ^[29]	6 (75%)	2 (25%)	89 (62%)	55 (38%)
Bachelor of Arts (Communication) online completion program ^[29]	Class offerings to start in fall 2020			

Table 6.2.b-2. Full-time and Part-time Faculty by Academic Program (2019-20)

General Education or Degree (Major) <i>Link to program description</i>	Exclusive of general education		Inclusive of general education	
	Full-time faculty n (%)	Part-time faculty n (%)	Full-time faculty n (%)	Part-time faculty n (%)
Bachelor of Arts (Communication and Digital Arts) ^[30]	10 (67%)	5 (33%)	93 (62%)	58 (38%)
Bachelor of Arts (English) ^[31]	11 (100%)	0 (0%)	94 (64%)	53 (36%)
Bachelor of Arts (Fine Arts) ^[32]	10 (32%)	21 (68%)	93 (56%)	74 (44%)
Bachelor of Arts (History) ^[33]	5 (100%)	0 (0%)	88 (62%)	53 (38%)
Bachelor of Arts (Music) ^[34]	10 (42%)	14 (58%)	93 (58%)	67 (42%)
Bachelor of Arts (Political Science) ^[35]	4 (80%)	1 (20%)	87 (62%)	54 (38%)
Bachelor of Arts (Sociology) ^[36]	8 (80%)	2 (20%)	91 (62%)	55 (38%)
Bachelor of Arts in Education (Early Childhood Education) ^[37]	11 (55%)	9 (45%)	94 (60%)	62 (40%)
Bachelor of Arts in Education (Early Childhood Education) Salkehatchie Campus ^[37]	9 (60%)	6 (40%)	92 (61%)	59 (39%)
Bachelor of Arts in Education (Early Childhood Education) Sumter Campus ^[37]	9 (60%)	6 (40%)	92 (61%)	59 (39%)
Bachelor of Arts in Education (Elementary Education) ^[38]	15 (71%)	6 (29%)	98 (62%)	59 (38%)
Bachelor of Arts in Education (Elementary Education) Salkehatchie Campus ^[38]	11 (58%)	8 (42%)	94 (61%)	61 (39%)
Bachelor of Arts in Education (Elementary Education) Sumter Campus ^[38]	11 (58%)	8 (42%)	94 (61%)	61 (39%)
Bachelor of Arts in Education (Middle Level Education) ^[39]	35 (74%)	12 (26%)	118 (64%)	65 (36%)
Bachelor of Arts in Education (Secondary Education – Comprehensive Social Studies) ^[40]	17 (74%)	6 (26%)	100 (63%)	59 (37%)
Bachelor of Arts in Education (Secondary Education – English) ^[41]	14 (82%)	3 (18%)	97 (63%)	56 (37%)

Table 6.2.b-2. Full-time and Part-time Faculty by Academic Program (2019-20)

General Education or Degree (Major) <i>Link to program description</i>	Exclusive of general education		Inclusive of general education	
	Full-time faculty n (%)	Part-time faculty n (%)	Full-time faculty n (%)	Part-time faculty n (%)
Bachelor of Arts in Interdisciplinary Studies (Interdisciplinary Studies) ^[42]	17 (89%)	2 (11%)	100 (65%)	55 (35%)
Bachelor of Arts in Special Education (Special Education) ^[43]	12 (71%)	5 (29%)	95 (62%)	58 (38%)
Bachelor of Arts in Special Education (Special Education) online completion program ^[44]	12 (75%)	4 (25%)	Completion of general education is a condition of admissions	
Bachelor of Fine Arts (Writing) ^[45]	11 (100%)	0 (0%)	94 (64%)	53 (36%)
Bachelor of Science (Applied Computer Science) ^[46]	8 (80%)	2 (20%)	91 (62%)	55 (38%)
Bachelor of Science (Applied Computer Science) online completion program ^[46]	Class offerings to start in fall 2020			
Bachelor of Science (Applied Mathematics) ^[47]	17 (89%)	2 (11%)	100 (65%)	55 (35%)
Bachelor of Science (Biology) ^[48]	18 (86%)	3 (14%)	101 (64%)	56 (36%)
Bachelor of Science (Chemistry) ^[49]	15 (75%)	5 (25%)	98 (63%)	58 (37%)
Bachelor of Science (Clinical Laboratory Science) ^[50]	10 (77%)	3 (23%)	93 (62%)	56 (38%)
Bachelor of Science (Earth Systems Science) ^[51]	Class offerings to start in fall 2021			
Bachelor of Science (Exercise and Sports Science) ^[52]	32 (62%)	20 (38%)	115 (61%)	73 (39%)
Bachelor of Science (Industrial Process Engineering) ^[53]	10 (91%)	1 (9%)	93 (63%)	54 (37%)
Bachelor of Science (Psychology) ^[54]	8 (67%)	4 (33%)	91 (61%)	57 (39%)
Bachelor of Science (Psychology) online completion program ^[54]	Class offerings to start in fall 2020			
Bachelor of Science in Business Administration (Business Administration) ^[55]	17 (71%)	7 (29%)	100 (63%)	60 (37%)

Table 6.2.b-2. Full-time and Part-time Faculty by Academic Program (2019-20)

General Education or Degree (Major) <i>Link to program description</i>	Exclusive of general education		Inclusive of general education	
	Full-time faculty n (%)	Part-time faculty n (%)	Full-time faculty n (%)	Part-time faculty n (%)
Bachelor of Science in Business Administration (Business Administration) Sumter campus ^[55]	14 (61%)	9 (39%)	97 (61%)	62 (39%)
Bachelor of Science in Business Administration (Business Administration) online completion program ^[56]	14 (61%)	9 (39%)	Completion of general education is a condition of admissions	
Bachelor of Science in Education (Secondary Education – Biology) ^[57]	20 (77%)	6 (23%)	103 (64%)	59 (36%)
Bachelor of Science in Education (Secondary Education – Chemistry) ^[58]	14 (70%)	6 (30%)	97 (62%)	59 (38%)
Bachelor of Science in Education (Secondary Education – Mathematics) ^[59]	13 (87%)	2 (13%)	96 (64%)	55 (36%)
Bachelor of Science in Interdisciplinary Studies (Interdisciplinary Studies) ^[60]	4 (80%)	1 (20%)	87 (62%)	54 (38%)
Bachelor of Science in Nursing (Nursing) ^[61]	14 (100%)	0 (0%)	97 (65%)	53 (35%)
Bachelor of Science in Nursing (RN to BSN) online completion program ^[62]	9 (100%)	0 (0%)	Completion of general education is a condition of admissions	
Bachelor of Science in Nursing (Nursing) Sumter campus ^[61]	Class offerings to start in fall 2021			
Bachelor of Science in Nursing (Nursing) Union campus ^[61]	Class offerings to start in fall 2021 (new site)			
Master of Education (Educational Technology) online program joint with USC Columbia ^[63]	2 (50%)	2 (50%)		
Master of Education (Educator Leadership) online program ^[64]	4 (40%)	6 (60%)		
Master of Science (Applied Clinical Psychology) ^[65]	8 (80%)	2 (20%)		
Master of Business Administration (Business Administration) online program ^[66]	11 (85%)	2 (15%)		

Supporting Documentation

1. [Narrative response to Standard 6.1 – Full-time faculty](#)
2. [Narrative response to Standard 6.2.c - Program Coordination](#)

3. [Appointment letter for the Special Education Program Director](#)
 4. [Appointment letter for the Industrial Process Engineering Program Coordinator](#)
 5. [Faculty Manual: Courses and Curricula Committee](#)
 6. [Faculty Manual: Graduate Advisory Council](#)
 7. [Narrative response to Standard 8.2.a - Student outcomes: Educational programs](#)
 8. [Faculty Manual: Academic Assessment Committee](#)
 9. [Faculty Manual: General Education Committee](#)
 10. [School of Nursing End-of-Year Reports](#)
 11. [Department of English End-of-Year Reports](#)
 12. [Department of Biology & Geology End-of-Year Reports](#)
 13. [Department of Chemistry & Physics End-of-Year Reports](#)
 14. [Department of Communication End-of-Year Reports](#)
 15. [Department of Exercise & Sports Science End-of-Year Reports](#)
 16. [Department of History, Political Science, & Philosophy End-of-Year Reports](#)
 17. [Department of Languages, Literatures & Cultures End-of-Year Reports](#)
 18. [Department of Mathematical Sciences & Engineering End-of-Year Reports](#)
 19. [Department of Psychology End-of-Year Reports](#)
 20. [Department of Sociology End-of-Year Reports](#)
 21. [Department of Visual & Performing Arts End-of-Year Reports](#)
 22. [School of Business Administration End-of-Year Reports](#)
 23. [School of Education End-of-Year Reports](#)
 24. [Narrative to Standard 9.3 General education requirements](#)
 25. [General Education Core](#)
 26. [BA \(Art\) Program](#)
 27. [BA \(Biology\) Program](#)
 28. [BA \(Chemistry\) Program](#)
 29. [BA \(Communication\) Program](#)
 30. [BA \(Communication & Digital Arts\) Program](#)
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31. [BA \(English\) Program](#)
 32. [BA \(Fine Arts\) Program](#)
 33. [BA \(History\) Program](#)
 34. [BA \(Music\) Program](#)
 35. [BA \(Political Science\) Program](#)
 36. [BA \(Sociology\) Program](#)
 37. [BAE \(Early Childhood Education\) Program](#)
 38. [BAE \(Elementary Education\) Program](#)
 39. [BAE \(Middle Level Education\) Program](#)
 40. [BAE \(Secondary Education – Comprehensive Social Studies\) Program](#)
 41. [BAE \(Secondary Education – English\) Program](#)
 42. [BAIS \(Interdisciplinary Studies\) Program](#)
 43. [BASE \(Special Education\) Program](#)
 44. [BASE \(Special Education\) Online Completion Program](#)
 45. [BFA \(Writing\) Program](#)
 46. [BS \(Applied Computer Science\) Program](#)
 47. [BS \(Applied Mathematics\) Program](#)
 48. [BS \(Biology\) Program](#)
 49. [BS \(Chemistry\) Program](#)
 50. [BS \(Clinical Laboratory Science\) Program](#)
 51. [BS \(Earth Systems Science\) Program](#)
 52. [BS \(Exercise and Sports Science\) Program](#)
 53. [BS \(Industrial Process Engineering\) Program](#)
 54. [BS \(Psychology\) Program](#)
 55. [BSBAdmin \(Business Administration\) Program](#)
 56. [BSBAdmin \(Business Administration\) Online Completion Program](#)
 57. [BSE \(Secondary Education – Biology\) Program](#)
 58. [BSE \(Secondary Education – Chemistry\) Program](#)
 59. [BSE \(Secondary Education – Mathematics\) Program](#)
 60. [BSIS \(Interdisciplinary Studies\) Program](#)
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- 61. [BSN \(Nursing\) Program](#)
- 62. [BSN \(RN-BSN\) Online Completion Program](#)
- 63. [MEd \(Educational Technology\) Joint Online Program with USC Columbia](#)
- 64. [MEd \(Educator Leadership\) Online Program](#)
- 65. [MS \(Applied Clinical Psychology\) Program](#)
- 66. [MBA \(Business Administration\) Online Program](#)