

**SECTION IV-B  
EDUCATIONAL PROGRAM  
4.8 – 4.9.2**

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**Table of Contents**

<b>Committee Membership</b> .....	Cover Page
<b>Introduction</b> .....	1
<b>4.8 Faculty</b> .....	1
4.8.1 Selection of Faculty.....	2
4.8.2 Academic and Professional Preparation .....	5
4.8.2.1 Associate .....	6
4.8.2.2 Baccalaureate.....	11
4.8.2.3 Graduate.....	12
4.8.2.4 Distance Learning Programs/Activities .....	12
4.8.3 Part-Time Faculty.....	14
4.8.4 Graduate Teaching Assistants .....	19
4.8.5 Faculty Compensation .....	20
4.8.6 Academic Freedom and Professional Security .....	23
4.8.7 Professional Growth.....	31
4.8.8 The Role of the Faculty and Its Committees .....	34
4.8.9 Faculty Loads.....	37
4.8.10 Criteria and Procedures for Evaluation .....	40
<b>4.9 Consortial Relationship and Contractual Agreements</b> .....	43
4.9.1 Consortial Relationships .....	44
4.9.2 Contractual Agreements .....	46
<b>Summary</b> .....	46
<b>Recommendation</b> .....	49
<b>Suggestion</b> .....	51
<b>Exhibits</b> .....	53
<b>Interviews</b> .....	57

## **SECTION IV-B: EDUCATIONAL PROGRAM**

### **INTRODUCTION**

Team IV, Administrative Processes and Operation and Maintenance of Plant, was assigned the responsibility of examining and analyzing some major areas concerning the faculty of Southwest Georgia Technical College. The team recognized the importance of maintaining an appropriate faculty in order to meet the mission of the College, which primarily is to provide quality educational programs. The major areas examined in this self-study section include faculty selection, faculty credentials, faculty compensation, academic freedom, staff development, faculty governance, faculty workload, faculty evaluation, and consortial/contractual agreements.

The team captain assigned sections to the team members and work began in the fall of 2000. The team held meetings on a regular basis in order to stay on task for completing the self-study for the assigned Criteria for Accreditation sections. The team utilized interviews, group discussions, and document reviews in completing the self-study process.

### **4.8 FACULTY**

**An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.**

Qualified faculty and their roles in maintaining quality educational programs are important to Southwest Georgia Technical College. The College's

concerted efforts to recruit, select, develop, and retain faculty qualified to accomplish Southwest Georgia Technical College's mission are essential. Southwest Georgia Technical College's full-time and part-time faculty meet the qualifications for their respective responsibilities. Documentation verifying the authenticity of this statement can be found in the credential files (Exhibit 401-B) located in the office of the Human Resources manager. A list of full-time faculty and their educational degrees is published in the Southwest Georgia Technical College Catalog 2000 – 2001 on pages 256-260 (Exhibit 402-B). A full-time and part-time faculty roster (Exhibit 403-B) is updated by the vice president of Instructional Services as needed.

The qualifications of the faculty are determined prior to employment, and credential forms are prepared during the employment process. Faculty files and credentials are reviewed annually by instructional administrators as described in the Southwest Georgia Technical College Procedure, "Faculty Credential Procedures," 03-06-13P (Exhibit 404-B).

#### **4.8.1 Selection of Faculty**

**An institution must show that it has an orderly process for recruiting and appointing its faculty. This process will normally involve developing a pool of qualified candidates and interviewing those who appear to be best qualified. Recruitment and appointment procedures must be described in the faculty handbook or other published documents.**

Southwest Georgia Technical College has hired qualified instructors for all faculty positions. The comprehensive employment policy and procedures are located in the Southwest Georgia Technical College Policy "Personnel

Employment,” 03-02-01 (Exhibit 405-B) and in the Southwest Georgia Technical College Procedures “Employment Procedures,” 03-02-01P(1) and “Procedures for Recruiting and Hiring Adjunct Faculty,” 03-02-01P(2) (Exhibit 406-B). The process of hiring personnel is systematic and is based on selecting the most qualified applicant on the basis of merit, whether the applicant is internal or from outside the department or College. The team interviewed the vice president of Administrative Services and verified that the policy on personnel employment (Exhibit 405-B) and the employment procedure (Exhibit 406-B) for hiring are followed.

The responsibility of advertising for a position is that of the functional department and the personnel office. The Marketing/Institutional Development department assists in advertising in appropriate trade, business, health, and professional journals and publications, as well as in local and statewide newspapers, as recommended by the functional department.

Immediately following the deadline for applications, the vice president of Administrative Services appoints a committee to interview qualified applicants and to make a recommendation for hiring. The committee consists of the vice president for Instructional Services, the department head in charge of the vacancy, and one additional administrator or faculty member.

The committee interviews the applicants using Southwest Georgia Technical College’s Interview Rating Sheet, which is included in the Southwest Georgia Technical College Exhibit “Interview Rating Sheet,” 03-02-01E (Exhibit 407-B). The rating sheets are located in the office of the Human

Resources manager. The committee then takes its recommendations to the president, who makes the final decision for hiring the qualified candidate.

**It is expected that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution.**

Southwest Georgia Technical College employs faculty who have earned degrees or diplomas from regionally accredited institutions. Southwest Georgia Technical College's completed Faculty Certification forms (Exhibit 408-B) summarize credentials and are found in individual credential files. Official transcripts, personal references, resumes, applications, and professional certificates validate the forms. The credential files (Exhibit 401-B) are located in the office of the Human Resources manager.

**If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.**

Southwest Georgia Technical College has not employed faculty whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States. Documented evidence may be found in credential files (Exhibit 401-B) located in the office of the Human Resources manager.

**Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.**

All applicants applying for full-time and part-time faculty positions must participate in an oral interview for the purpose of determining oral communication proficiency. Full-time applicants must prepare a 50 to 100-word paper to determine written communication skills (Exhibit 407-B). The proof that the full-time faculty members are proficient in oral and written communication in the language in which assigned courses will be taught is maintained in the personnel files (Exhibit 454-B). Prior to teaching a class, part-time applicants must create a course syllabus that demonstrates written communication skills. All syllabi for part-time faculty are maintained in the appropriate director's office.

#### **4.8.2 Academic and Professional Preparation**

**Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.**

Personnel files of all full-time and part-time faculty at the College have been reviewed and are in compliance with Commission on Colleges (COC) requirements. Each file includes an application, a resume, official transcripts, work experience documentation, certifications, licensures, and documentation of exception where applicable. Faculty Certification forms (Exhibit 408-B) were developed to assist in the verification of all requirements necessary for faculty to teach in various programs. Documentation for full-time and part-time instructional faculty is on file in the office of the Human Resources manager.

#### 4.8.2.1 Associate

**In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.**

A thorough review of instructor's credentials is conducted prior to faculty employment. The College also conducts an annual review of the certifications and qualifications of all associate degree general education faculty. These reviews are conducted by the vice president of Instructional Services, the directors of Allied Health Education, Business and Computer Technology and General Education, and the director of Instruction. The team found that all full-time and part-time associate degree general education faculty meet Commission on Colleges' Criteria credential requirements.

**The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.**

Southwest Georgia Technical College does not offer interdisciplinary courses.

**Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which a substantial number of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.**

All of the associate degree programs at Southwest Georgia Technical College are terminal degrees, and substantial numbers of students do not transfer to senior institutions. The primary purpose of the College's Associate of Applied Technology degrees is to enable the student to gain meaningful employment and not to serve as transfer credit to senior institutions.

**Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching. The typical combination is a baccalaureate degree with appropriate work experience. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be present in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases must be justified by the institution on an individual basis.**

Faculty members teaching in professional, occupational, and technical areas in the College's associate of applied technology degree programs not designed for college transfer or for the continuation of students in a senior institution meet the credential requirements of the Commission on Colleges' Criteria. Documentation of academic preparation or academic preparation

coupled with work experience can be found in the credential files (Exhibit 401-B) located in the office of the Human Resources manager. Table 1 reflects the educational profile of Southwest Georgia Technical College’s full-time associate degree program faculty.

**TABLE 1**

**EDUCATIONAL PROFILE OF FULL-TIME  
ASSOCIATE DEGREE PROGRAM FACULTY**

<b>Associate Degree</b>	<b>Bachelors Degree</b>	<b>Masters Degree</b>	<b>Doctorate</b>
<b>2</b>	<b>8</b>	<b>9</b>	<b>1</b>

The faculty members teaching in associate degree programs not resulting in college transfer do not teach above the level for which they are credentialed. The associate degree faculty at Southwest Georgia Technical College possess a sound academic base, which includes strong representation of masters and baccalaureate degrees. In addition, faculty members bring a rich variety of professional experiences to the classroom.

**It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.**

Full-time and part-time faculty members have documented evidence of academic preparation (official transcripts) and when required or appropriate, work experience, certification, and other qualifications. The above

documentation may be found in the credential files (Exhibit 401-B) located in the office of the Human Resources manager.

**Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. While competency requirements may vary, they should be clearly defined by each institution. In all cases, faculty members must have special competence in the fields in which they teach.**

In reviewing faculty credentials, faculty in the diploma and certificate programs do possess special academic preparations and competences in their fields of instruction. The Faculty Certification forms (Exhibit 408-B) found in the personnel files document faculty credentials based on education and work experience.

**It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualification if these are to substitute for or supplement formal academic preparation.**

A thorough review of an instructor's work experience, certifications, and qualifications is conducted prior to employment. The College conducts an annual review of all the faculty's certifications and qualifications. The vice president of Instructional Services and the directors of Allied Health Education, Business and Computer Technology and General Education, and the director of Instruction conduct these reviews. Documentation of work experience, certifications, and other qualifications can be found in the credential files (Exhibit 401-B) located in the office of the Human Resources manager.

**Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupational field.**

Faculty members who teach basic computation and communication skills in non-degree programs have a minimum of a baccalaureate degree and have work or other experience that help them relate these skills to the teaching discipline. Documentation can be found in the credential files (Exhibit 401-B) located in the office of the Human Resources manager.

**Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to particular needs of the adults they teach.**

All adult education faculty hold a minimum of a baccalaureate degree. Full-time instructors are required to attend at least one state in-service annually to ensure that instructors receive additional training in curriculum requirements/changes. Additionally, instructors are introduced to updates in adult education procedures and documentation. Part-time adult education instructors are required to attend one state workshop a year as a staff development activity.

The faculty teaching adult basic education also have documentation of attributes or experiences that help them to relate to the needs of the adults they teach. The credential files (Exhibit 401-B) of the faculty teaching adult basic education are on file in the office of Human Resources manager.

**Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.**

Southwest Georgia Technical College requires that all faculty teaching remedial studies have a minimum of a baccalaureate degree in-field or in a related field or have graduate hours in field or in a related field. All faculty teaching remedial classes possess a baccalaureate degree or higher. The documentation may be found in the credential files (Exhibit 401-B) in the office of the Human Resources manager.

#### **4.8.2.2 Baccalaureate**

**Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified by the institution on an individual basis. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses and programs. At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.**

Southwest Georgia Technical College does not offer baccalaureate programs.

#### 4.8.2.3 Graduate

**Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship. Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs. Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized. All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered. Faculty members responsible for the direction of doctoral research must be experienced in directing independent study. Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline. In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs. However, for each graduate degree program, an institution must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.**

Southwest Georgia Technical College does not offer graduate programs.

#### 4.8.2.4 Distance Learning Programs/Activities

**Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty. Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.**

Southwest Georgia Technical College offers a minimal number of credit classes through distance learning at off-campus sites and through on-line instruction. The College insures that all full-time and part-time faculty members teaching distance learning courses meet the same criteria for academic and

professional preparations as those teaching courses delivered in traditional modes as evidenced by credential records maintained in the office of the Human Resources manager (Exhibit 401-B).

With approval by the division director and after review by the Web-based Task Force (Exhibit 410-B), faculty are granted the opportunity and encouraged to develop courses for electronic delivery or to develop web enhancement components for traditionally taught courses. Participation in web-based distance activities by faculty occurs on a voluntary basis. Faculty volunteering to participate in distance learning delivery take into consideration their interest in instructional innovation, their demonstrated ability to adapt instruction to non-traditional or innovated delivery, and their successful records of teaching in the traditional mode. The Southwest Georgia Technical College Policy "Distance Learning Policies," 03-06-12(1) (Exhibit 411-B) is followed in course development and delivery.

Southwest Georgia Technical College offers synchronous (instruction requiring that instructor and student(s) are communicating; an example is a chat room) and asynchronous (instruction whereby the student advances at his/her own pace; does not require direct instructor interaction) distance education opportunities to its students. In both environments, students have multiple tools available for communicating and interacting with full-time faculty as well as fellow students enrolled in classes. The following communication channels are made available to on-line students: e-mail, electronic chat rooms, electronic digital drop boxes, and electronic discussion boards. On-line course syllabi instruct students on where to locate these resources and also provide detailed directions

pertaining to utilizing communication tools listed above. Full-time faculty are also available by appointment for face-to-face communications with on-line students.

Southwest Georgia Technical College students who are taking distance education classes taught at high schools and at Southwest Georgia Technical College of Mitchell County have access to the full-time instructors. If the instructor teaching at the high school is not full-time, then a full-time instructor is designated by the vice president of Instructional Services to serve as the contact for the part-time instructor and the enrolled students. Student access is provided on site, by e-mail, or by other means as deemed appropriate by the instructor. Additionally, students may schedule appointments with full-time program faculty as needed.

#### **4.8.3 Part-Time Faculty**

**The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, instructional planning and governance. The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.**

During FY 2001, Southwest Georgia Technical College employed approximately 44 full-time faculty and 80 part-time faculty with an average quarterly enrollment of 1,427 (day and evening). Each full-time faculty member is responsible for developing appropriate curriculum in order to provide effective teaching, advising, and scholarly or creative activity. Full-time faculty participate in policymaking, instructional planning, and governance through leadership teams and Faculty Council. Faculty also participate in curriculum development

through active involvement in Instructional Faculty Curriculum Consortium meetings. Faculty collaborate with program advisory committees to ensure continued program effectiveness in meeting community employment needs.

A study was performed to evaluate the utilization of part-time faculty to full-time faculty in order to determine how Southwest Georgia Technical College compares to other technical colleges in the state of Georgia. Table 2 shows the results of the study. The study randomly selected seven other technical colleges and includes the faculty employment figures for the College. The part-time faculty percentage to full-time faculty ranged from 56 percent to 73 percent, and the over-all average being 64 percent. Southwest Georgia Technical College's percentage is 65, which is approximately in the middle of the over-all range. This is summarized in Table 2.

**TABLE 2**

**PART-TIME TO FULL-TIME PERCENTAGE STUDY**

<b>Technical College</b>	<b>Full-Time Faculty</b>	<b>Part-Time Faculty</b>	<b>Total Faculty</b>	<b>Percent Part-Time Faculty</b>
Heart of Georgia	54	73	127	57%
Northwestern	43	92	135	68%
Athens	70	165	235	70%
Okefenokee	42	75	117	64%
CoosaValley	62	79	141	56%
Savannah	56	150	206	73%
Ogeechee	56	90	146	62%
Southwest Georgia	44	80	124	65%

A study was conducted by the vice president of Instructional Services, fall quarter 2001, to determine whether the number of full-time faculty members employed by the College is adequate. The study was also conducted to determine whether the number of part-time faculty was properly limited. The study revealed that full-time faculty taught 71 percent of the course credit hours, and part-time faculty taught 29 percent of the course credit hours. The results are shown in Table 3. The team found that the number of full-time faculty members is adequate and concluded that the utilization of part-time faculty is properly limited.

**TABLE 3**

**FULL-TIME AND PART-TIME FACULTY UTILIZATION  
FALL QUARTER 2001**

	<b>Number of Faculty</b>	<b>Course Credit Hours Taught</b>	<b>Percentage of Total</b>
<b>Full-time</b>	42	1,472	71%
<b>Part-time</b>	71	615	29%

**Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.**

All part-time credit faculty meet the same educational requirements and terms and conditions of employment as full-time faculty. All personnel files for part-time faculty have been thoroughly reviewed, and each member's credentials have been approved as evidenced by the Faculty Certification forms included in each full-time and part-time faculty's personnel file. These credentials are

located in the individual's credential file (Exhibit 401-B) in the office of the Human Resources manager.

**Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.**

Southwest Georgia Technical College developed a procedure for the employment of part-time faculty in August of 1996. The procedure includes recruiting personnel, completing employment application forms, screening applications, interviewing, selecting and notifying procedures, and issuing short-term contracts. The Southwest Georgia Technical College Procedure "Procedure for Recruiting and Hiring Adjunct Faculty," 03-02-01P(2) (Exhibit 413-B), outlines the process the College follows for the employment of part-time adjunct faculty.

**It [the institution] must also provide for appropriate orientation, supervision, and evaluation of all part-time faculty members.**

Southwest Georgia Technical College provides an orientation for all part-time evening faculty. Part-time evening faculty receive a comprehensive orientation packet (Exhibit 414-B) and a Handbook for Adjunct Faculty (Exhibit 415-B). The Southwest Georgia Technical College Policy "Orientation Policy for Adjunct Faculty," 03-02-07 (Exhibit 416-B), describes the orientation process for adjunct faculty. The director of Instruction has the responsibility of providing orientation for the part-time evening faculty. The director of Instruction conducts an evaluation of all part-time evening faculty, and the results are shared and discussed with the instructor. Part-time day faculty receive orientation,

supervision, and evaluation from the director to which they report. Currently two part-time day faculty are employed. The Southwest Georgia Technical College Procedure “Procedure for Evaluating Adjunct Faculty,” 03-05-01P(1) (Exhibit 417-B), outlines the procedures used in evaluating adjunct faculty. Students also complete the Student Evaluation of the Instructor/Instruction form (Exhibit 418-B). The leadership team determined that the College uses the results of student evaluations of the instructor/instruction for instructional program improvement.

In addition, students complete a satisfaction survey. According to the FY 2001 Student Survey Results measure IV-B-2 on page 43 (Exhibit 419-B), 92.45 percent of students agreed that College employees are courteous and responsive to the students’ needs. This result compares to the FY 2000 Student Survey Results of 92.42 percent found on page 26 as documented in the Data Collection for Self Study (Exhibit 419-B).

**Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.**

The Southwest Georgia Technical College Policy “Student Access to Part-Time Faculty,” 05-05-13 (Exhibit 420-B), ensures that students have access to part-time faculty. Students may meet with part-time faculty by appointment before or after their classes. Part-time faculty are required to be in the classroom at least 15 minutes prior to the beginning of the class to facilitate academic advisement and/or to provide assistance. This policy also states that all other policies that apply to full-time faculty also apply to part-time faculty. The

procedures for student access to part-time faculty are communicated through the course syllabi as shown on the sample part-time faculty syllabus (Exhibit 421-B). According to the FY 2001 Student Survey Results, measure III-B-2 on page 42 (Exhibit 419-B), 92.28 percent of the students agreed that they had access to their advisors. This compares to 91.39 percent as found on page 25 of the FY 2000 Student Survey Results (Exhibit 419-B). These results indicate that faculty are available to advise students as documented in the Data Collection for Self Study notebook (Exhibit 419-B). During the part-time faculty orientation, the director of Instruction addresses policies and procedures and expectations of student access to faculty.

#### **4.8.4 Graduate Teaching Assistants**

**An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction. Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation and reappointment. Institutions employing graduate teaching assistants must provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures. Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course, and whose professional and scholarly preparation does not satisfy the provisions of Section 4.8.2 must have earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be evaluated regularly.**

Southwest Georgia Technical College does not employ graduate assistants.

#### **4.8.5 Faculty Compensation**

**An institution should provide adequate salaries and benefits to attract and retain able faculty members.**

Southwest Georgia Technical College provides adequate salaries and benefits to attract and retain qualified faculty members. Southwest Georgia Technical College's salary schedule is a state scale, and faculty pay is commensurate with other faculty in the Department of Technical and Adult Education system. Placement on the Department of Technical and Adult Education salary schedule is based on years of experience and professional preparation as reflected in Table 4. The salary schedule is located in the Human Resources manager's office. The salary schedule is distributed to all employees with their contracts of employment. The State Board of Technical and Adult Education Administrative Guideline "Instructional Salaries," AG03-03-01 (Exhibit 422-B), addresses salaries.

Before beginning work at the College, all faculty members are required to sign contracts of employment, which are kept in the office of the Human Resources manager. Contracts are addressed in the State Board of Technical and Adult Education Policy "Contracts," 03-06-04 (Exhibit 423-B).

**TABLE 4****DEPARTMENT OF TECHNICAL AND ADULT EDUCATION  
TEACHER'S SALARY SCHEDULE****2002**

<b>CONVERTED</b>			<b>SCHEDULE L</b>			
<b>Step</b>	<b>PS-1</b>	<b>PS-2</b>	<b>PS-4</b>	<b>PS-5</b>	<b>PS-6</b>	<b>PS-7</b>
1	2104	2164	2225	2559	2893	3210
2	2165	2228	2291	2635	2978	3307
3	2230	2296	2360	2716	3068	3406
4	2298	2364	2432	2796	3158	3509
5	2366	2437	2504	2879	3255	3614
6	2438	2508	2579	2968	3350	3723
7	2509	2584	2655	3056	3452	3832
8	2585	2662	2735	3149	3556	3949
9	2664	2740	2818	3241	3663	4067
10	2743	2823	2902	3339	3772	4188
11	2825	2908	2989	3440	3885	4315
12	2910	2995	3079	3544	4004	4444
13	2999	3087	3172	3650	4123	4578
14	3088	3178	3267	3760	4246	4715
15	3180	3274	3366	3871	4374	4856
80	3276	3371	3466	3988	4504	5002
81	3372	3473	3571	4105	4642	5151
82	3476	3576	3679	4228	4781	5304
83	3580	3684	3787	4356	4921	5467
84	3724	3831	3941	4531	5123	5685
85	3835	3947	4058	4668	5274	5856
86	4011	4127	4244	4880	5516	6123
87	4131	4248	4369	5026	5681	6304
88	4254	4376	4500	5178	5852	6494

continued

CONVERTED				SCHEDULE L		
Step	PS-1	PS-2	PS-4	PS-5	PS-6	PS-7
89	4381	4511	4636	5333	6025	6692
90	4513	4643	4776	5494	6205	6890
91	4649	4783	4917	5658	6393	7096
92	4788	4928	5067	5828	6588	7312

**The institution should also provide a retirement plan, to which it contributes a reasonable percentage of the cost, and a plan for adequate insurance coverage. Salary increases must be based on clearly stated criteria.**

The College's faculty and staff members are eligible to participate in the Georgia Teacher's Retirement System or Employee Retirement System. All full-time faculty members participate in the Georgia Teacher's Retirement System. Both the full-time employee and the employer contribute to the retirement system. Mandatory retirement contributions are deducted from each employee's monthly salary. Southwest Georgia Technical College contributes 9.24 percent of salary for full-time faculty members toward teacher retirement and 11.26 percent of salary for full-time faculty members toward employee retirement. Retirement is addressed in the Southwest Georgia Technical Policy "Personnel Retirement," 03-04-03 (Exhibit 424-B).

Each full-time faculty member is eligible to participate in the State Flexible Benefits Program. The employee has freedom to choose from a variety of insurance plans such as health, dental, disability, legal, and long-term care. Members are allowed to review and evaluate benefit choices annually during the open-enrollment period. During this period, faculty members can modify (add or

delete) any benefit plan. The State of Georgia - The Flexible Benefits Program, 2001-2002 (Exhibit 425-B) is given to employees on the hiring day/date and then annually thereafter. Southwest Georgia Technical College contributes 13.1 percent of salary for full-time faculty members toward health insurance coverage. The policy regarding flexible benefits is found in the State Board of Technical and Adult Education Policy “Flexible Benefits,” 03-04-01 (Exhibit 426-B). State policies regarding insurance are found in the State Board of Technical and Adult Education Policies “Group Term Life Insurance,” 03-04-04 (Exhibit 427-B); “Disability Insurance,” 03-04-05 (Exhibit 428-B); and “Health Insurance,” 03-04-06 (Exhibit 429-B).

Faculty salaries are based on the State Board of Technical and Adult Education’s salary schedule for all technical colleges in Georgia. Salaries are based on a faculty member’s qualifications. The criteria for salary advancement are clearly stated in the State Board of Technical and Adult Education Policy “Salary Advancements,” 03-03-06 (Exhibit 430-B).

#### **4.8.6 Academic Freedom and Professional Security**

**Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline. An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication.**

Southwest Georgia Technical College supports the concept of academic freedom. The Southwest Georgia Technical College Policy “Academic Freedom,” 04-01-01 (Exhibit 431-B) and the Southwest Georgia Technical

College Student Handbook 2000-2001, “Code of Discipline,” on page 58 (Exhibit 432-B), state that instructors and students are encouraged to pursue learning freely and are assured freedom to discuss both acceptable and controversial aspects of an issue. Academic freedom enhances academic excellence within the College. The College recognizes instructors' positions as private citizens as well as representatives of Southwest Georgia Technical College.

As a part of faculty orientation, faculty members receive a statement of academic freedom. During the orientation, faculty are given the Southwest Georgia Technical College Personnel Handbook (Exhibit 433-B) that includes the academic freedom statement on page 13. Southwest Georgia Technical College faculty members are free to discuss all aspects of an issue. The College encourages classroom freedom to discuss various beliefs, practices, and methods in order to develop critical and analytical thinking skills. Research is supported, but instructors are not required to publish for promotion.

**Institutional polices must set forth the requirement for faculty members to carry out their duties in a professional, ethical, and collegial manner that enhances the purpose of the institution.**

As stated in the Southwest Georgia Technical College Catalog 2000-2001 on page 1 (Exhibit 402-B), the mission of Southwest Georgia Technical College enables the faculty to provide “. . . programs, courses, and services to develop individual skills and abilities . . . .” The Southwest Georgia Technical College Policy “Mission and Philosophy,” 04-01-02 (Exhibit 450-B) provides guidance for faculty members as well as all other staff members as to what is expected of

them so that the purpose of the College will be achieved in a professional manner.

The Southwest Georgia Technical College Policy “General Curriculum Policy,” 04-05-01 (Exhibit 451-B), and Southwest Georgia Technical College “Procedure for Curriculum Review and Revision,” 04-05-01P (Exhibit 452-B) requires that faculty be involved in the development, implementation, and monitoring of curriculum in accordance with the college-wide process to coordinate programmatic and curricular changes. The Southwest Georgia Technical College Policy “Academic Freedom,” 04-01-01 (Exhibit 431-B), states that instructors are encouraged in a free pursuit of learning and are assured freedom to discuss both accepted and controversial aspects of issues. While instructors should avoid discussions of topics that have no obvious relation to mastery of subject matter, considerable freedom in the classroom is granted to discuss various beliefs, practices, and methods which can enhance the development of critical and analytical thinking skills. This policy also assures the faculty of academic freedom and that the use of such freedom shall not lead to termination or non-renewal of employment.

The Southwest Georgia Technical College Policy “Administration, Faculty, and Staff Dress Code,” 03-06-19 (Exhibit 453-B) states that it is imperative that Southwest Georgia Technical College’s employees make good impressions on the students, as well as on business and industry personnel. Therefore, general regulations for professionalism are set forth in this policy.

As stated in the Southwest Georgia Technical College Policy “Instructor-Student Relations,” 03-01-15 (Exhibit 434-B), faculty members must set

examples in both appearance and interpersonal relationships appropriate for an adult learning environment. The Southwest Georgia Technical College Policy “Leadership Teams,” 03-01-17 (Exhibit 448-B), recognizes that the primary responsibility for the improvement of the educational program resides with the faculty. Therefore, leadership teams are dedicated to the premise that faculty involvement is necessary for the success of the educational program. These various institutional policies set forth the requirements for faculty members to carry out their duties in a professional, ethical, and collegial manner that serves to enhance the purpose of the College.

**Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment.**

The Southwest Georgia Technical College Personnel Handbook section “Conditions for Employment” on pages 1–9 (Exhibit 433-B) and the State Board of Technical and Adult Education Policy “Working Hours,” 03-06-01 (Exhibit 435-B) outline the conditions and terms of employment. Full-time faculty members and administrators receive numbered personnel handbooks.

The College provides contracts to faculty members clearly describing the terms and conditions of employment. The contract for employment (Exhibit 436-B) includes the position’s title, salary, and conditions relative to employment. When a full-time faculty member teaches classes beyond the normal workload, an addendum (Exhibit 436-B) to the contract is completed stating the dates of the course taught, the course information, rate of pay, and

any special conditions that may apply as required by the State Board of Technical and Adult Education Policy “Contracts,” 03-06-04 (Exhibit 423-B). Part-time faculty members sign short-term contracts on a quarterly basis (Exhibit 436-B).

**All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.**

The employment policies established by the State Board of Technical and Adult Education and Southwest Georgia Technical College are clearly outlined in the Southwest Georgia Technical College Personnel Handbook, “Conditions of Employment” on pages 1–9 (Exhibit 433-B) and the State Board of Technical and Adult Education Policy “Contracts,” 03-06-04 (Exhibit 423-B). As stated earlier, a Southwest Georgia Technical College Personnel Handbook is given to all faculty members and instructional administrators. Copies of the State Board of Technical and Adult Education Policy Manual are maintained in the library and in appropriate administrators’ offices. The manual is also available for on-line access at the Department of Technical and Adult Education’s web site, [www.dtae.org](http://www.dtae.org).

The College’s distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products when developed by the employee on the job. However, it is not clear when this is done on the employee’s on time and utilizing his/her own

resources. Southwest Georgia Technical College encourages all faculty members to create and develop distance education materials. A permanent ownership interest in the developed web-based, distance-delivered course is claimed by Southwest Georgia Technical College in any intellectual property produced by a Southwest Georgia Technical College employee when produced as a result of an assigned duty or with substantial use of the College's resources, facilities, or funds, or when release time is provided by the College specifically for the purpose of course development. The College agrees that a significant amount of energy, time, and effort, as well as creative ability, are expended in the development of courses delivered through distance learning and that the classroom instructional materials are prepared through the course creator's inspiration. Southwest Georgia Technical College does not intend to detract from or to discourage that inspiration.

The State Board of Technical and Adult Education Policy "Development of Patentable Devices/Materials or Copyrightable Materials/Media by Technical Institute/Department Personnel," 04-01-06 (Exhibit 437-B) addresses issues relating to development of patentable devices, materials or copyrightable materials, and media developed by a technical instructor or department personnel. Policies regarding copyrighted materials are addressed in the Southwest Georgia Technical College Policy "Copyrighted Material," 03-01-21 (Exhibit 412-B).

Southwest Georgia Technical College provides compensation for the faculty that develop or adapt a course or program for distance education

consistent with Southwest Georgia Technical College Policy “Distance Learning Policies,” 03-06-12(1) (Exhibit 411-B). This compensation must have prior approval. Faculty can be compensated in one of two ways as follows:

- A. a one course reduction in teaching load during the preparation quarter equal to the credit/contact hours of the course being delivered, or
- B. remuneration in the amount equal to the instructor’s adjunct rate of pay for a one-course (or equivalent credit/contact hours) teaching assignment when the course is developed or adapted outside the faculty member’s normal working hours.

If the faculty member elects option A or B, the compensation must be received in the quarter immediately preceding the quarter the course is to be offered.

At the time of the self-study, the team found that there is not a specific policy that references revenues derived from the creation of software or other media products on an employee’s own time. All revenue generated by the College is put into the College’s budget to be used for the operation of the College.

**4B-R1 RECOMMENDATION:** The team recommends that Southwest Georgia Technical College add a policy to the compensation section of the Southwest Georgia Technical College Policies and Procedures Manual to address media product development by faculty using personal time, money, and equipment to develop the product.

**4B-R1 FOLLOW-UP:** The vice president of Administrative Services prepared and implemented a new Southwest Georgia Technical College Policy 03-03-07 “Request for Compensation for Media Product Development” (Exhibit 4B-R1.a) and Southwest Georgia Technical College Procedure 03-03-07P “Request for Prior Approval for Media Product Development” (Exhibit 4B-R1.b) in response to this recommendation.

**If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.**

Southwest Georgia Technical College has not offered tenure for promotion since 1988 due to changes in policies from the Department of Technical and Adult Education.

**Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.**

The Southwest Georgia Technical College Personnel Handbook, (Exhibit 433-B) on page 13 states, "Faculty is assured academic freedom and the utilization of such freedom shall not lead to the termination or non-renewal of employment." The Southwest Georgia Technical College Policy "Academic Freedom," 04-01-01 (Exhibit 431-B) states the College's position on termination and non-renewal of employment. The State Board of Technical and Adult Education Policy "Terminations," 03-02-04 (Exhibit 438-B) covers termination and non-renewal of employment.

#### 4.8.7 Professional Growth

**An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.**

The staff development program of Southwest Georgia Technical College meets or exceeds the requirements set forth in the State Board of Technical and Adult Education Policy “Staff Development,” 03-05-04 (Exhibit 439-B). Each full-time faculty member’s annual staff development plan is developed based on the individual’s assessment of staff development needs, state requirements, and institutional needs as explained in the Southwest Georgia Technical College Personnel Handbook, “Staff Development,” on page 14 (Exhibit 433-B). Annually, each faculty and staff member submits an individual staff development plan (Exhibit 409-B) as specified in the State Board of Technical and Adult Education Policy, “Staff Development,” 03-05-04 (Exhibit 439-B) which is prepared by the faculty member and approved by the faculty member’s immediate supervisor. Current year staff development plans are located in the College’s vault (Exhibit 446-B).

Annually, faculty members are evaluated to gain insight into performance and effectiveness. These evaluations are reviewed in conference with the faculty, and a copy of these evaluations is retained in the Human Resources manager’s office. The vice president of Administrative Services and the Human Resources manager are responsible for these files. Deficiencies revealed by the evaluation process are addressed in the staff member’s annual staff development

plan as explained in the State Board of Technical and Adult Education Policy “Employee Assessment/Performance Appraisal,” 03-05-01 (Exhibit 440-B).

The faculty and staff of Southwest Georgia Technical College are encouraged to continue professional growth, update occupational skills, and further develop teaching skills through education. Updating includes, but is not limited to, the following: state approved in-service activities, local staff development activities, activities designed to keep occupational skills current, and instructor in-service training offered by instructor training institutions. Activities acceptable for staff development credits include business and/or industrial work experience, college attendance, seminars, workshops, college courses, visits to other technical colleges, and other activities approved by the vice president of Instructional Services. According to the FY 2001 Colleague Survey Results on page 19 question 32 (Exhibit 419-B), 86.84 percent of faculty agreed that they had made measurable improvement as a result of staff development activities. FY 2000 Colleague Survey Results on page 17 question 33 (Exhibit 419-B) report that 81.82 percent of the faculty agreed they had made measurable improvement as a result of staff development activities.

Mid-year progress and end-of-year completion are documented for all staff development plans. Exceptions and/or substitutions for planned activities must have prior approval from the president. Contract renewal may be contingent upon acceptable completion of planned staff development. Staff development plans for the faculty are evaluated and are submitted to the vice-president of

Instructional Services prior to July 1 of each year. The completion section of the staff development forms document improvement made as a result of attending and participating in the staff development activity. Prior year staff development plans and documentation can be found in personnel files in the office of the Human Resources manager.

**The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars, and especially in professional and occupational fields, practitioners.**

Staff development includes activities provided for all faculty members for improvement of operations, program effectiveness, and activities that are initiated by the faculty members for growth in professional and occupational areas. Staff development activities may be identified by personnel evaluations as stated in the Southwest Georgia Technical College's Personnel Handbook, "Staff Development" on page 14 (Exhibit 433-B). According to the FY 2001 Colleague Survey Results on page 22 question 60 (Exhibit 419-B), 90 percent of the faculty agree that they are provided adequate opportunity for professional development at Southwest Georgia Technical College. FY 2000 Colleague Survey Results on page 20 question 61 (Exhibit 419-B) reports that 90.63 percent of faculty agree that they are provided adequate opportunity for professional development at Southwest Georgia Technical College.

#### 4.8.8 The Role of the Faculty and Its Committees

**Primary responsibility for the quality of educational program must reside with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published.**

Southwest Georgia Technical College recognizes that the primary responsibility for the improvement of the educational programs resides with the faculty. This responsibility is set forth and published in the Southwest Georgia Technical College Policy “Leadership Teams,” 03-01-17 (Exhibit 448-B). The Southwest Georgia Technical College Leadership Team Handbook (Exhibit 441-B) further provides evidence of the faculty’s role in institutional governance.

The extent of the participation and jurisdiction of the faculty in academic affairs is evidenced by Southwest Georgia Technical College’s utilization of seven functional leadership teams to serve in advisory capacities to the College’s major functional areas. These teams are composed of faculty and staff, and a faculty member chairs each team. The mission of the leadership teams is to ensure that the stated mission of Southwest Georgia Technical College is accomplished through broad-based involvement of faculty and staff. All faculty serve on a leadership team. Leadership teams are used to increase the effectiveness of the planning, research, problem solving, and decision-making process through a participatory and proactive approach. Leadership team meeting agendas and minutes are maintained in the Institutional Effectiveness

office (Exhibit 449-B). The teams utilize the faculty, staff, and administration in the promotion of quality educational programs and services offered by the College. The Southwest Georgia Technical College Leadership Team Handbook (Exhibit 441-B) lists the functional roles of each team and the names of team members.

Southwest Georgia Technical College currently has a standing interdisciplinary academic Faculty Council, which exists to promote continuous quality and improvement in the instructional programs at Southwest Georgia Technical College. The Faculty Council allows for faculty participation in the decision-making process of the College, specifically concerning academic policies and procedures and promoting understanding and cooperation in support of the mission of Southwest Georgia Technical College. According to the Faculty Council Bylaws, the faculty have special expertise in promoting student success, providing input, and making recommendations to administrators. The administrators then make decisions that are made on behalf of the students, the faculty, and the citizens of surrounding service areas, and decisions with which faculty concur. The Faculty Council agrees that shared governance should be both systematic and flexible. The Faculty Council meets as needed, and minutes are maintained in the library.

Ad hoc faculty committees are utilized as needed to provide input on instructional issues. These committees are formed for a specific purpose and then dissolved once their goal has been met.

Other formal College committees include the following: (1) the Enrollment Management Committee which includes members of Student Services, instructional directors, the vice president of Instructional Services, and the Marketing/Institutional Development director; (2) the Retention Committee which consists of faculty and staff from Student Services, instructor representatives from each division, and the vice president of Instructional Services; and (3) the Web-based Task Force for distance learning.

Southwest Georgia Technical College faculty serve on the Southwest Consortium that is comprised of faculty from several technical colleges in Southwest Georgia. The consortium addresses statewide curricular issues by program area. The Department of Technical and Adult Education office sets the times and dates for consortia meetings.

While studying the jurisdiction of the faculty, the team found Southwest Georgia Technical College has chosen to utilize leadership teams with broad participation and broad areas of responsibility. These teams have replaced the traditional committee structure and promote faculty and staff involvement. In order to document and clarify the jurisdiction of the faculty, staff, and administration for improvement of the College, the Thomas Technical Institute Quality Improvement Council initially promoted this current system in 1994. The team found that some committees are functioning without specific purpose statements being published. Though there are no recommendations from the team, the following suggestion is made.

**4B-S1 SUGGESTION:** The team suggests that all committees (except ad hoc) instituted at the College establish a purpose statement. The final plan for committees should be published in the Southwest Georgia Technical College Policies and Procedures Manual.

**4B-S1 FOLLOW-UP:** Leadership Team 2 gathered purpose statements from the two committees that are currently functioning at the College and drafted a new Southwest Georgia Technical College Policy 03-01-29, "Committees" to be included in the Southwest Georgia Technical College Policies and Procedures Manual (Exhibit 4B-S1.a). The policy 03-01-29 reflects official committees of the College and corresponding purpose statements.

This policy will be presented to President's Leadership Council on February 26, 2002, and to the local Board of Directors on March 5, 2002.

The College's faculty assume responsibility for and exercises oversight for distance education. The faculty ensure both the rigor of programs and the quality of instruction at off-campus locations and with on-line courses.

#### **4.8.9 Faculty Loads**

**An institution must provide a faculty of adequate size to support its purpose.**

The team reviewed the faculty and the student enrollment for the fiscal year 2001 and determined that the faculty size is adequate for the service area stated in Southwest Georgia Technical College's mission. The enrollment consists primarily of students from Grady, Mitchell, and Thomas counties. The mission statement is published in the Southwest Georgia Technical College Catalog, 2000-2001 on page 1 (Exhibit 402-B). The College has at least one full-time faculty member in each degree program of study as evidenced in the

Southwest Georgia Technical College Catalog, 2000-2001 on pages 254-256 (Exhibit 402-B).

In the Southwest Georgia Technical College Data Collection for Self-Study (Exhibit 419-B), the Student Survey Total Survey Results for FY 2000, question twenty-nine on page 26, “I am satisfied that Thomas Technical Institute has adequate faculty and staff to meet my needs for programs and services,” received a 93.40 percent favorable rating against a benchmark of 80 percent. The Student Survey Total Survey Results for FY 2001, question 29 on page 43, received a 93.64 percent favorable rating against a benchmark of 80 percent.

In the Southwest Georgia Technical College Data Collection for Self-Study (Exhibit 419-B), the Colleague Survey Fall FY 2001, question 30 on page 29, “I am satisfied that Southwest Georgia Technical College has adequate faculty and staff to meet customer needs for programs and services,” received an over-all favorable rating of 83.54 percent in FY 2001 and 80 percent in FY 2000 against a benchmark of 80 percent. The team determined that the size of the faculty is adequate.

**It [the institution] must have procedures for the equitable and reasonable assignment of faculty responsibilities—including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. The institution should have policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution. The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.**

The team reviewed the Southwest Georgia Technical College Procedure “Faculty Teaching Load Procedure,” 03-06-12P (Exhibit 442-B) which states that full-time faculty will work 40 hours per week. The procedure reflects that the optimal number of direct student contact instructional hours for a normal teaching assignment is 25 hours per week with the remaining 15 hours devoted to planning and meetings. The Program Data Report, Local Measures, FY 2000 (Exhibit 443-B) documents total enrollment per program and student contact/credit hours. The majority of instructors exceeded the minimum number of contact/credit hours required within the local measure benchmark.

Departmental faculty provide student advisement. In program areas with large enrollments, additional adjunct faculty have been trained to assist with the advisement process. According to the FY 2001 Student Survey Results, question 23 on page 42 (Exhibit 419-B), 91 percent of students agreed that their advisors are available and concerned about their success. The FY 2000 Student Survey Results question 23 on page 25 indicated that 90.95 percent of students agreed that their advisors are available and concerned about their success. The FY 2001 Colleague Survey Results question 20 on page 17 (Exhibit 419-B)

indicate 94.59 percent of the faculty members agreed that they were available for advisement on a regular basis. This is an increase from the FY 2000 Colleague Survey Results question 20 on page 15 which indicated that 87.88 percent of the faculty members agreed that they were available for advisement on a regular basis.

The Program Data Report Local Measures FY 2000 (Exhibit 443-B) indicates the number of students taught in each program. The FY 2001 Colleague Survey Results (Exhibit 419-B) for local measure IV-D-3 question 62 on page 34, states that 78.95 percent in FY 2001 and 71.62 percent in FY 2000 of full-time faculty and staff agree that the assignments for responsibilities among colleagues are equitable and reasonable. The team found that in addition to instruction, faculty members share the responsibility of job placement of graduating students, retention of present students, recruitment of new students, and advisement of student organizations.

#### **4.8.10 Criteria and Procedures for Evaluation**

**An institution must conduct periodic evaluations of the performance of individual faculty members. The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured. The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned. The Institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.**

Evaluations are consistent with the purpose and goals of the College and are made known to all concerned. Southwest Georgia Technical College conducts an annual evaluation of the performance and effectiveness of each

member of the faculty and staff. The vice president of Instructional Services and the supervisor of each instructional or non-instructional staff member conduct and document the evaluation of the faculty and staff members reporting to them. The Southwest Georgia Technical College Instructor Evaluation form is utilized in the process of faculty evaluation (Exhibit 444-B).

The first step in the faculty evaluation process is for the faculty member to complete a self evaluation. After the completion of the self evaluation, the director or the vice president of Instructional Services completes an evaluation on the faculty member. The faculty member and supervisor review the results of the evaluation. At the completion of the review, the faculty member and supervisor prepare a staff development plan, which is approved by the vice president of Instructional Services. The plan includes areas in which the individual or program needs improvement. Staff development plans for prior years are located in the office of the Human Resources manager. Current plans are retained in the vault located outside the president's office (Exhibit 446-B). The faculty evaluations concentrate on improvement of instruction for the purpose of maintaining a faculty who are adequately prepared in their teaching fields and who teach job skills that the students need. The team found that the criteria used for evaluation support the College's mission statement as shown in the Southwest Georgia Technical College Catalog 2000-2001 on page 1 (Exhibit 402-B). Southwest Georgia Technical College's mission states that the College is to provide programs, courses, and services to develop individual skills and abilities, to enhance intellectual and career development, and to meet the needs

of business and industry. Results from the Student Evaluation of Instructor/Instruction are utilized during the faculty evaluations. Input from the student evaluations is significant for the feedback it provides the instructors and supervisors regarding students' perceptions of instruction and class activities. The Student Evaluation of Instructor/Instruction form is included in the exhibits (Exhibit 418-B). The results of student evaluations are maintained in the office of the vice president of Instructional Services. The vice president of Instructional Services informed the team that strengths and weaknesses of faculty and programs are determined through evaluations, and suggestions are made to the individual for personal and/or program improvement.

The process of evaluation is included in the State Board of Technical and Adult Education Policy, "Employee Assessment/Performance Appraisal," 03-05-01 (Exhibit 440-B). The criteria by which the performance is measured are contained in each evaluation instrument (Exhibit 444-B). According to the FY 2001 Colleague Survey Results, question 46 on page 32 (Exhibit 419-B), which surveyed all faculty and staff employees of the College, 93.83 percent agreed that they are aware of the criteria against which their job performance is measured. According to the FY 2001 Colleague Survey Results, question 47 on page 32 (Exhibit 419-B), 80.77 percent of the faculty and staff agree that the current evaluation systems adequately assess their overall performances, 79.49 percent believe they are recognized for their contributions, and 72.86 percent believe that the recognition system is fair/equal. The average for the above item was 80.35 percent.

The team found that the College does meet the criteria and procedures for evaluation. Performance evaluations are conducted annually, and the results are utilized in developing staff development annual plans as needed.

#### **4.9 CONSORTIAL RELATIONSHIP AND CONTRACTUAL AGREEMENTS**

**A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships/agreements so as to maintain compliance with the *Criteria* when offering educational programs through such arrangements. All consortia and contracts must be evaluated regularly.**

All consortial and contractual relationships into which Southwest Georgia Technical College has entered support the philosophy and mission of the College. They are evaluated regularly to ensure that these relationships comply with the requirements of outside accrediting agencies and other agencies as specified in the Criteria for Accreditation. These relationships are described in detail in sections 4.9.1 and 4.9.2.

**If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it must follow reporting policies and procedures related to substantive change.**

Southwest Georgia Technical College is not initiating any new consortial or contractual agreements for educational programs at this time.

#### 4.9.1 Consortial Relationships

**A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.**

The College has cooperative agreements with the following Commission on College accredited institutions: Bainbridge College, Darton College, and Valdosta State University. The purpose of these agreements is to enable students in the service area to earn an Associate of Applied Science Degree by completing a vocational program at Southwest Georgia Technical College and general education courses at one of the aforementioned institutions. Routinely, representatives from the cooperating institutions meet with Southwest Georgia Technical College personnel to review the agreements and to determine whether any changes are needed. Additionally, they meet to determine the effectiveness of these agreements. All results of these reviews are a part of the meeting minutes, which are maintained in the cooperative agreement files located in the office of the president (Exhibit 445-B).

**Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.**

Southwest Georgia Technical College has no consortial relationships with non-accredited institutions.

**The member Institution must maintain the quality of all courses/programs offered through the consortium.**

Southwest Georgia Technical College maintains the quality of all courses and programs offered as a part of these cooperative agreements. Quality is ensured by the College's evaluation and planning processes which include regular internal and external evaluations. The College's institutional effectiveness processes are detailed in Section III of the Self-Study.

Southwest Georgia Technical College has not altered its relationships with the institutions participating in the cooperative agreements that were in place during the initial Commission on Colleges' visit to the College. Students wishing to transfer credit for courses that are part of the programs in the cooperative agreements follow normal transfer student guidelines requiring official transcripts.

**Educational courses/programs offered through a consortial relationship must be related to the teaching purpose of the institution and comply with the *Criteria*.**

All educational courses and programs offered at Southwest Georgia Technical College that are included in the cooperative agreements relate to the mission of the College and comply with the Criteria for Accreditation. All educational courses and programs included in the cooperative agreements can be noted in the catalog as part of the College's course and program inventory.

#### 4.9.2 Contractual Agreements

**Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution.**

Southwest Georgia Technical College offers degree and diploma Allied Health Education programs which require a certain amount of clinical or practical health care experience. Contracts into which the College has entered with health care agencies offer students clinical experiences that provide for the development of individual skills and abilities and for the enhancement of intellectual and career development. These contracts support the mission of the College that is found on page 1 of the Southwest Georgia Technical College Catalog, 2000-2001 (Exhibit 402-B). These contracts are renewed based on the guidelines of the individual health programs and are renewed as required by the clinical facility. These clinical agreements (Exhibit 447-B) are maintained in the vice president of Instructional Services' office and are monitored by the director of Allied Health Education.

**The member institution must maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the *Criteria*.**

Southwest Georgia Technical College does not contract for courses or programs.

#### **SUMMARY**

The leadership team determined that the faculty credentials meet or exceed the Commission on Colleges' requirements. Faculty credentialed by

exception had adequate documentation in the personnel files. Staff development plans provide opportunities for continued professional growth by the faculty and opportunities to stay abreast of changes in the educational setting. Southwest Georgia Technical College provides competitive salaries and fringe benefits to the faculty. Sufficient policies and procedures provide for a systematic process of compensation for the faculty. The team also determined that the College utilizes part-time faculty to augment its full-time faculty. The team concluded that the faculty is essential in providing quality educational programs at Southwest Georgia Technical College.

The leadership team determined that a local policy needed to be developed to address faculty compensation for faculty using personal time, money, and equipment to develop products. Additionally, the team found that committees in place at the College needed to be formalized.



**SECTION IV-B ♦ EDUCATIONAL ♦ PROGRAM  
RECOMMENDATON**

**4B-R1 RECOMENDATION:** The team recommends that Southwest Georgia Technical College add a policy to the compensation section of the Southwest Georgia Technical College Policies and Procedures Manual to address media product development by faculty using personal time, money, and equipment to develop the product.



## **SECTION IV-B ♦ EDUCATIONAL ♦ PROGRAM SUGGESTION**

**4B-S1 SUGGESTION:** The team suggests that all committees (except ad hoc) instituted at the College establish a purpose statement. The final plan for committees should be published in the Southwest Georgia Technical College Policies and Procedures Manual.



## **SECTION IV-B ♦ EDUCATIONAL ♦ PROGRAM EXHIBITS**

- 401-B      Credential Files
- 402-B      Southwest Georgia Technical College Catalog 2000-2001
- 403-B      Roster of Instructional Staff
- 404-B      Southwest Georgia Technical College Procedure 03-06-13P  
              “Faculty Credential Procedures”
- 405-B      Southwest Georgia Technical College Policy 03-02-01  
              “Personnel Employment”
- 406-B      Southwest Georgia Technical College Procedure 03-02-01P(1)  
              “Employment Procedures”  
  
              Southwest Georgia Technical College Procedure 03-02-01 P(2)  
              “Procedure for Recruiting and Hiring Adjunct Faculty”
- 407-B      Southwest Georgia Technical College Exhibit 03-02-01E  
              “Interview Rating Sheet”
- 408-B      Faculty Certification Forms
- 409-B      Southwest Georgia Technical College Staff Development Plan  
              Forms
- 410-B      Web-Based Task Force Committee
- 411-B      Southwest Georgia Technical College Policy 03-06-12(1) “Distance  
              Learning Policies”
- 412-B      Southwest Georgia Technical College Policy 03-01-21 “Copyrighted  
              Material”
- 413-B      Southwest Georgia Technical College Procedure 03-02-01P(2),  
              “Procedure for Recruiting and Hiring Adjunct Faculty”
- 414-B      Adjunct Faculty Orientation Packet

- 415-B Handbook for Adjunct Faculty
- 416-B Southwest Georgia Technical College Policy 03-02-07  
“Orientation Policy for Adjunct Faculty”
- 417-B Southwest Georgia Technical College Procedure 03-05-01P(1)  
“Procedure for Evaluating Adjunct Faculty”
- 418-B Student Evaluation of Instructor/Instruction
- 419-B Southwest Georgia Technical College Data Collection for Self-  
Study
- 420-B Southwest Georgia Technical College Policy 05-05-13, “Student  
Access to Part-Time Faculty Policy”
- 421-B Part-Time Faculty Syllabus
- 422-B State Board of Technical and Adult Education Administrative  
Guideline AG03-03-01 “Instructional Salaries”
- 423-B State Board of Technical and Adult Education Policy 03-06-04  
“Contracts”
- 424-B State Board of Technical and Adult Education Policy 03-04-03  
“Personnel Retirement”
- 425-B State of Georgia Flexible Benefits Program 2001-2002
- 426-B State Board of Technical and Adult Education Policy 03-04-01  
“Flexible Benefits”
- 427-B State Board of Technical and Adult Education Policy 03-04-04  
“Group Term Life Insurance”
- 428-B State Board of Technical and Adult Education Policy 03-04-05  
“Disability Insurance”
- 429-B State Board of Technical and Adult Education Policy 03-04-06  
“Health Insurance”
- 430-B State Board of Technical and Adult Education Policy 03-03-06  
“Salary Advancements”
- 431-B Southwest Georgia Technical College Policy 04-01-01 “Academic  
Freedom”

- 432-B Southwest Georgia Technical College Student Handbook 2000-2001
- 433-B Southwest Georgia Technical College Personnel Handbook
- 434-B Southwest Georgia Technical College Policy 03-01-15 “Instructor-Student Relations”
- 435-B State Board of Technical and Adult Education Policy 03-06-01 “Working Hours”
- 436-B Contract for Employment
- Southwest Georgia Technical College Addendum
- Southwest Georgia Technical College Part-Time Agreement
- 437-B State Board of Technical and Adult Education Policy 04-01-06 “Development of Patentable Devices/Materials or Copyrightable Materials/Media by Technical Institute/Department Personnel”
- 438-B State Board of Technical and Adult Education Policy 03-02-04 “Terminations”
- 439-B State Board of Technical and Adult Education Policy 03-05-04 “Staff Development”
- 440-B State Board of Technical and Adult Education Policy 03-05-01 “Employee Assessment/Performance Appraisal”
- 441-B Southwest Georgia Technical College Leadership Team Handbook
- 442-B Southwest Georgia Technical College Procedure 03-06-12P “Faculty Teaching Load Procedures”
- 443-B Program Data Report Local Measures FY 2000
- 444-B Southwest Georgia Technical College Instructor Evaluation Form
- 445-B Cooperative Agreements
- 446-B Staff Development Plans for Southwest Georgia Technical College Faculty and Staff
- 447-B Allied Health Education Affiliating Contracts

- 448-B Southwest Georgia Technical College Policy 03-01-17 "Leadership Teams"
- 449-B Leadership Team Meeting Minutes Notebooks
- 450-B Southwest Georgia Technical College Policy 04-01-02 "Mission and Philosophy"
- 451-B Southwest Georgia Technical College Policy 04-05-01 "General Curriculum Policy"
- 452-B Southwest Georgia Technical College Procedure 04-05-01P "Procedure for Curriculum Review and Revision"
- 453-B Southwest Georgia Technical College Policy 03-06-19 "Administration, Faculty, and Staff Dress Code"
- 454-B Southwest Georgia Technical College Employee Personnel Files

### **FOLLOW-UP EXHIBITS**

- 4B-R1.a Southwest Georgia Technical College Policy 03-03-07 "Request for Compensation for Media Product Development"
- 4B-R1.b Southwest Georgia Technical College Procedure 03-03-07P "Request for Prior Approval for Media Product Development"
- 4B-S1.a Southwest Georgia Technical College Policy 03-01-29 "Committees"

**SECTION IV-B ♦ EDUCATIONAL ♦ PROGRAM  
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