



CR 2.8 | Faculty

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

Compliance Finding: IN COMPLIANCE

Narrative:

The University of South Carolina Beaufort (USCB) continuously evaluates its reliance on full-time and part-time faculty to ensure that the number of full-time faculty is sufficient to support the University's mission and to ensure the quality and integrity of each academic program. This determination is made based on a variety of internal and external reviews. For any new program, USCB follows guidance from the South Carolina Commission on Higher Education (SCCHE) regarding sufficiency of full-time faculty members. Similarly, specialized accreditation requirements, such as [NCATE/CAEP](#) for Education and [CCNE](#) for Nursing, have specific standards and requirements related to the number of faculty and the teaching loads they can carry. Another source of support is the Institutional Effectiveness and Research office analysis of full-time and part-time faculty by major (Table 3).

Faculty Responsibilities

The [USCB Mission](#) states, "USCB responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research and service." USCB expects faculty members to achieve excellence in [teaching, research, and professional service](#), and carry out advising responsibilities. Because USCB is a comprehensive institution whose primary focus is on teaching rather than research, the [faculty manual](#) makes it clear that "...teaching effectiveness receives the major emphasis.... The USCB administration aids faculty members in reaching their goals of superior teaching by protecting the integrity, autonomy, and primacy of the classroom and laboratory, and by providing tangible support for teaching effectiveness and instructional innovation." As a Level II institution, USCB does not employ graduate assistants, but the Student Development office

provides full-time academic advisors and tutors and each academic department has support from an administrative assistant. This frees additional time for faculty to focus on the academic integrity of their programs and their research and service activities.

At USCB “[t]he [faculty of a department](#) consists of full-time Professors, full-time Associate Professors, full-time Assistant Professors, full-time and full-time equivalent Instructors, Researchers, and Lecturers.” “The [normal teaching load](#) is four courses or twelve credit hours per semester,” including course releases for administrative, service, or research duties. The normal teaching load for [full-time instructors](#) is four or five courses, depending on the contract, because teaching is their only responsibility—they are not required to do research or professional service. Adjunct or Clinical Faculty can hold either full-time or part-time appointments. During regular semesters, [three-credit hour classes](#) meet a) once a week for 2-1/2 hours per session, b) twice a week for 1-1/4 hours per session, or c) three times a week for 50 minutes per session.

Faculty Distribution

USCB has a faculty comprised of qualified and dedicated educators and scholars. As of fall 2013, there were 73 full-time and 70 part-time faculty members teaching in 9 departments, 16 baccalaureate degree programs and 2 associate degree programs. Each degree program is coordinated by a full-time faculty member who is charged with overseeing the assessment of the student learning outcomes, analyzing the resultant data, facilitating discussions with the unit faculty, and generally ensuring that the program and curriculum are of the highest quality.

Table 1: Full-time and Part-time Faculty Distribution

	Fall 2011	Fall 2012	Fall 2013
Full-time	71	66	73
Part-time*	72	76	70

**Does not include University 101 courses which are generally taught by qualified staff members*

Table 2 reflects a breakdown of full-time and part-time faculty teaching in each discipline for Spring 2014. (This analysis for [Fall 2013](#) shows similar numbers.)

Notes:

1. *Majors are indicated by boldface text while the disciplines associated with the major and other disciplines within the department are in italics. Because of the need to aggregate disciplines, and because many majors have a significant multidisciplinary component, the disciplines listed under each major do not precisely mirror the requirements of the degree.*
2. *Each discipline code contains both general education and degree requirement courses, where applicable. For example, Biology has 29 sections--of these, 19 are general education and 15 are major requirements*
3. *The number of majors in each program in Spring 2014, the number of sections taught in each discipline, and the number of degrees awarded between Fall 2012 and Summer 2013 are included to provide a reference of the size of the program/discipline.*

4. *The “# FT Faculty Assigned” column is the number of full-time faculty members who are assigned to the CIP code associated with the discipline. The “# FT Faculty Teaching” and # PT Faculty Teaching” columns provide the number of full-time and part-time faculty members who actually taught courses in the discipline in Spring 2014. Because some faculty teach across disciplines, (e.g., Psychology, Sociology, and Human Services), the sum of “# FT Faculty Teaching” reflects a duplicated headcount and will not match the overall FT Faculty Headcount.)*
5. *Associate degrees were not included in this analysis because their courses do not fall under a specific discipline.*
6. *Similarly, the “Student in the University” courses were not included because they do not fall under a specific discipline or academic department. Because of the content and intent of these courses, they are taught largely by qualified staff in the student service areas.*

Table 2. Full-time and Part-time Faculty Distribution by Program/Discipline: Spring 2014

Dept	Prog/Disc	# Majors	# Sections	# Degrees (124-133)	# FT Faculty Assigned	# FT Faculty Teaching	# PT Faculty Teaching	Comments*				
SUMMARY		1283	380 (Doesn't include UNIV 101)	284	74	95 (duplicated)	66					
Business Administration	Business Administration	272	41	69	8	8	8	<ul style="list-style-type: none"> Faculty teach across disciplines within Business Several of the part-time faculty who teach within the program are highly qualified to teach management courses, leaving the full-time faculty assigned to management free to teach in other areas of their specialty 				
	<i>ACCT</i>		7						1	2		
	<i>BADM</i>		11						3	6	2	
	<i>ECON</i>		3						1	1		
	<i>MGMT</i>		14						2	2	6	
	<i>MGSC</i>		1							1		
	<i>MKTG</i>		5						1	2	1	
Education	Early Childhood Education EDEC	80	5	19	4	3		<ul style="list-style-type: none"> All Freshmen Education Majors were coded as "No Major" in Fall 2013; Hence the increase of more than 200% in number of majors over Fall 13. 				
	Elementary Education EDEL		0						N/A			<ul style="list-style-type: none"> New Program; EDEL courses will be offered for the first time in Fall 2014 PT Faculty teach PEDU courses (Yoga, Bowling, etc...) because too few sections of each to justify a FT position
	<i>Other</i>											
	<i>EDCI</i>		2							2		
	<i>EDEX</i>		1							1		
	<i>EDFO</i>		1							1	1	
	<i>EDPH</i>		1							1		
	<i>EDPY</i>		1							1	1	
<i>EDRD</i>	4		1									
<i>PEDU</i>	11		8									
English and Theatre	English ENGL	49	31	17	6	7	7	<ul style="list-style-type: none"> FT Faculty from other disciplines also teach in English 				
	<i>Other THEA</i>								1	1	1	

(Table 2 – Continued)

Dept	Program/ Discipline	# Majors	# Sections	# Degrees (F2012- SU2013)	# FT Faculty Assigned	# FT Faculty Teaching	# PT Faculty Teaching	Comments*
Hospitality Management	Hospitality Management <i>HRTM</i>	152	18	40	5	6	1	<ul style="list-style-type: none"> FT Faculty from other disciplines also teach in Hospitality Management
Humanities and Fine Arts	History <i>HIST</i>	38	16	9	3	3	1	
	Liberal Studies <i>LBST</i>	9	3	5		1		<ul style="list-style-type: none"> FT Faculty/Interim EVCAA from PHIL teaches LBST Program is multi-disciplinary so many courses are in other disciplines and are taught by FT from the discipline Too few sections to justify a FT Faculty
	Spanish <i>SPAN</i>	16	25	2	5	5	2	
	Studio Art <i>ARTS</i>	31	22	13	2	2	4	<ul style="list-style-type: none"> A new FT Faculty has been hired starting August 2014 Many of the 22 sections are stacked; actually 15 distinct meeting times.
	<i>Other</i> <i>ARTH</i> <i>FREN</i> <i>MUSC</i> <i>PHIL</i> <i>RELG</i>			4 2 2 5 1		1 1	1 1 1	1 1

(Table 2 – Continued)

Dept	Prog/Disc	# Majors	# Sections	# Degrees (124-133)	# FT Faculty Assigned	# FT Faculty Teaching	# PT Faculty Teaching	Comments*	
Mathematics and Computational Science	Computational Science	55	14		3	4	1	<ul style="list-style-type: none"> FT Faculty from another discipline teaches Computational Science FT Faculty from CSCI teach CSXE 	
	CSCI		12		3	4	1		
	CSXE		2			1			
	Other								
	MATH		23		8	7	2	<ul style="list-style-type: none"> FT Faculty in Math teach Statistics 	
STAT			6			3			
Natural Sciences	Biology BIOL	206	29	15	5	6	6	<ul style="list-style-type: none"> Program requirements are multi-disciplinary so many courses are in other disciplines and are taught by FT from the discipline All freshmen Nursing majors were coded as Biology:pre-nursing majors in Spring 2014 pending acceptance into the Nursing program; 86 of 206 were pre-nursing 	
	Other								
	CHEM		8		3	2	1	<ul style="list-style-type: none"> FT Faculty in Biology teaches MSCI 	
MSCI	6				1	2	<ul style="list-style-type: none"> FT Physics Faculty currently on leave working for NASA 		
PHYS	4			1		1			
Nursing and Health Professions	Nursing/Nursing RN-BSN	79/12	30	4/30	8	8	2		
	Health Promotion	10			1			<ul style="list-style-type: none"> New Program; courses will be offered for the first time in Fall 2014 	

(Table 2 – Continued)

Dept	Prog/Disc	# Majors	# Sections	# Degrees (124-133)	# FT Faculty Assigned	# FT Faculty Teaching	# PT Faculty Teaching	Comments*
Social Sciences	Communication Studies <i>COMM</i>	49	12	5	2	3	1	<ul style="list-style-type: none"> A new FT Instructor has been hired starting August 2014 FT Faculty from other disciplines also teach in Communication Studies Program requirements are multi-disciplinary so many courses are in other disciplines and are taught by FT from the discipline One FT Faculty Vacancy due to death
	Human Services <i>HMSV</i>	76	9	23	1	3	2	<ul style="list-style-type: none"> A new FT Faculty has been hired starting August 2014 Too few sections to justify another FT Faculty Program requirements are multi-disciplinary so many courses are in other disciplines and are taught by FT from the discipline
	Psychology <i>PSYC</i>	109	18	30	2	2	7	<ul style="list-style-type: none"> A new FT Faculty has been hired starting August 2014 PT have real-world experience
	Sociology <i>SOCY</i>	25	11	3	2	3	1	<ul style="list-style-type: none"> A new FT Visiting Assistant Professor has been hired starting August 2014 Too few sections to justify another FT Faculty FT Faculty from other disciplines also teach in Sociology
	Other <i>ANTH</i> <i>GEOG</i> <i>POLI</i>			6 3 4		1 1	1 1	2 1

*In cases where faculty teach across disciplines, their qualifications to teach each course are verified

Because USCB is relatively small, many disciplines do not offer a large number of sections each semester. In some cases, there aren't enough courses offered in the discipline to make hiring a full-time faculty member a reasonable option. Examples include Theatre: 1 course; French: 2 courses; Religion: 1 course; and Geography: 3 courses. In such cases, the courses are either taught by qualified full-time faculty members from other disciplines or qualified adjuncts. A related complication occurs in music courses and in physical education courses like yoga and bowling. Because only one or two sections of each of these are taught, and because they require specialized skills, hiring full-time faculty to teach them is not feasible.

This analysis also does not accurately portray the interdisciplinary impact on the numbers of full-time and part-time faculty in each degree. The Liberal Studies program, for example, appears to have no full-time faculty, but the degree is truly interdisciplinary, drawing from at least three disciplines as approved in the students' individual program of study, with courses being taught by full-time faculty within those disciplines.

Courses in the Studio Art discipline are often quite unique as well. Because of the relatively small number of majors, the requirement that faculty have very specialized skills (like printmaking), and the methods of teaching studio art classes, many times the sections are "stacked". In these instances, multiple levels of an artistic medium are taught in the same class at the same time—perhaps Printmaking I, Printmaking II, and Printmaking III—with the instructor teaching students at each level while the other levels are practicing their craft. Collapsing sections in this way frees faculty members to spend time on their other responsibilities. In Spring 2014, the 22 sections of studio art were taught in just 15 timeslots.

USCB is working to increase the number of full-time faculty members in the Social Sciences degree programs. The number of full-time faculty is relatively lower than other similar programs on campus in part because of the structure of this department and the degrees. Many of the Human Services, Psychology, and Sociology faculty are qualified to teach in more than one of these disciplines, as indicated by the higher number of full-time faculty members teaching courses than the number of full-time faculty members assigned to each discipline. In addition, the department chair is a full-time Psychology faculty member and receives course releases to fulfill administrative responsibilities, thereby reducing his teaching load in the program.

Load Reductions and Overloads

Faculty may request a teaching load reduction in exchange for research opportunities or special assignments. Department chairs are responsible for reassigning courses and ensuring that the curricular needs of the students are met. Although avoided when possible, occasionally it is necessary to request full-time faculty members to teach beyond the standard 12 credit hour load. Generally, faculty members are compensated for teaching an extra class by being given a course release the following semester. [Overloads](#), teaching an extra class without the associated course release the next semester, are only requested in emergency situations, and the Faculty Manual has specific steps the department chair must take in such cases, including ensuring that no part-time faculty are available to teach the course [xii]. As shown in Table 3, faculty overloads are only used when there is no viable option. For example, the

Communications faculty experienced this in Fall 2013 when a faculty member passed away immediately before the start of the semester. Because it was too late to find adjunct instructors, the Communications faculty were asked to pick up additional courses.

Table 3. Faculty Overloads by Department

Department	# of Overloads
Fall 2013	
Business Administration	0
Education	0
English and Theatre	0
Hospitality Management	0
Humanities and Fine Arts	1
Math and Computational Sciences	0
Nursing and Health Professions	0
Natural Sciences	0
Social Sciences	1
Spring 2014	
Business Administration	0
Education	0
English and Theatre	0
Hospitality Management	0
Humanities and Fine Arts	3
Math and Computational Sciences	0
Nursing and Health Professions	0
Natural Sciences	0
Social Sciences	0

Student: Faculty Ratio

USCB strives to have a low student: faculty ratio, calculated using the standard definition used in the Common Data Set (full-time equivalent student [full-time plus 1/3 part-time] to full-time equivalent faculty [full-time plus 1/3 part-time]). In Fall 2013, our student: faculty ratio was 17:1. Due to fluctuation in student enrollments over the past five years, the ratio has varied between 17:1 and 19:1. Based on the most recent data available in the Voluntary System of Accountability's College Portrait (VSA), and data from the Integrated Postsecondary Data System (IPEDS), this is comparable to other teaching institutions in SC whose average student faculty ratio has remained at 17:1 since 2009.

Faculty Supports

New and continuing faculty members have sufficient resources for fulfilling their teaching, research, and service activities. For example, faculty members have ample opportunity for faculty development through an award of monies annually distributed competitively through the Faculty Development Committee and the office of the Executive Vice Chancellor for Academic Affairs (EVCAA) as well as grants competitively awarded through the Sea Islands Institute, the USC Columbia campus, and jointly between USCB and the USC Columbia campus. Faculty members are provided annual [updates and workshops](#) on technology and share ongoing research through the Brown Bag Luncheon series and the Science Symposium series. These internal workshops and seminars complement those provided by visiting scholars brought to campus for specific reasons.

When the USCB department chairs and program faculty members identify a need for additional faculty, they are in the enviable position of having a high quality applicant pool from which to recruit full-time and adjunct faculty. Located in a highly desirable coastal area, USCB receives a steady stream of applications from academically and professionally qualified individuals seeking to teach. While the number of full-time faculty members is adequate to meet the demands of designing curriculum for, evaluating, and maintaining the quality of the academic programs, part-time faculty—adjuncts—also play an important role. Adjuncts bring an exceptional level of real world experience to the classroom. Adjuncts are held to the same qualification standards as full-time faculty members. Some adjunct faculty have been teaching at USCB for a considerable length of time. One example is a nationally recognized historian and author, who is the curator of the Parris Island Museum and has been teaching at USCB for over 20 years. Another example is an artist whose work has been featured in more than 50 one-person gallery shows and juried museum exhibitions across the U.S., including the United States Capitol in Washington, D.C, and the York W. Bailey Museum at Historic Penn Center National Historic Landmark in St. Helena Island, SC, where he was named the 2008 Artist-of- the-Year. Others are Human Service adjuncts, including one who holds a MSW and is a practicing licensed social worker and Beaufort County Child Abuse Prevention Association Board member, and another who is Executive Director of Beaufort County Citizens Opposed to Domestic Abuse.

Faculty by Major and Location

USCB is one university in two locations. USCB offers classes at the Hilton Head Gateway (HHG) campus in Bluffton, and the Historic Beaufort (HB) campus in Beaufort. Courses required for the Studio Art degree are offered only on the HB campus. Otherwise, the majority of courses are taught at the HHG campus. Full-time faculty members travel to teach on both campuses and collaborate with part-time faculty to ensure consistency and quality of the academic programs. USCB does not offer any academic programs exclusively via distance learning. The University offers some general education courses via distance education and some courses within the academic programs are offered via distance education. USCB does not offer any correspondence courses.

Table 4 provides data for Fall 2011 through Spring 2014 regarding courses and total student credit hours taught by full-time and part-time faculty including disaggregation by program, by location, and by mode of delivery: face-to-face at the Historic Beaufort campus, face-to-face at the Hilton Head Gateway campus, and through distance education. While fluctuating enrollments make it difficult to predict and allocate the requirements for full-time teaching positions, USCB has clearly endeavored to utilize full-time faculty to teach courses. In 2013-14, 68% of sections and 70% of total student credit hours were taught by full-time faculty, compared with only 64% and 63% respectively in 2012-13.

At the program level, most programs consistently have a majority of their sections and student credit hours taught by full-time faculty. The Department of Social Sciences (Human Services, Psychology, and Sociology majors) is a clear exception. Three new full-time faculty members have been hired for this department, starting Fall 2014—one each for Human Services, Psychology and Sociology. The part-time faculty members in this department are active in their

fields, many of them in private practice, and therefore bring a wealth of real-world experience to the programs—experience that could not be duplicated by full-time faculty who teach four courses per semester. For example, one part-time faculty member was formerly a full-time faculty member before opting to go part-time and return to private practice, which informs her teaching. Employing these part-time faculty members serves a twofold purpose: 1) students are afforded the opportunity to interact with practitioners in the fields and 2) full-time faculty is afforded the opportunity to balance their teaching and oversight of the academic program.

Table 4: Sections and Credit Hours Taught by Full-time and Part-time Faculty: Fall 2011-Spring 2014
All Sites and Modalities

Major		Fall 2011				Spring 2012				Fall 2012				Spring 2013				Fall 2013				Spring 2014			
		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Biology	FT	9	82%	439	73%	15	88%	647	88%	15	94%	632	97%	11	79%	407	66%	14	93%	680	88%	13	93%	296	99%
	PT	2	18%	160	27%	2	12%	89	12%	1	6%	20	3%	3	21%	206	34%	1	7%	96	12%	1	7%	4	1%
Business	FT	28	64%	1473	59%	31	65%	1650	64%	23	52%	1554	57%	28	56%	1546	58%	25	64%	1530	66%	24	63%	1552	65%
	PT	16	36%	1005	41%	17	35%	939	36%	21	48%	1158	43%	22	44%	1128	42%	14	36%	795	34%	14	37%	819	35%
Communication Studies	FT	n/a		n/a		n/a		n/a		10	83%	642	82%	12	75%	627	77%	13	87%	756	85%	7	88%	318	84%
	PT	n/a		n/a		n/a		n/a		2	17%	141	18%	4	25%	189	23%	2	13%	132	15%	1	13%	60	16%
Computational Science	FT	4	100%	169	100%	10	100%	272	100%	6	100%	282	100%	8	100%	335	100%	10	100%	296	100%	10	100%	213	100%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	FT	16	94%	694	94%	14	82%	599	85%	12	100%	472	100%	16	94%	636	91%	16	94%	628	94%	13	72%	432	77%
	PT	1	6%	45	6%	3	18%	108	15%	0	0%	0	0%	1	6%	63	9%	1	6%	42	6%	5	28%	128	23%
English	FT	7	88%	480	92%	10	91%	519	93%	12	100%	495	100%	11	100%	420	100%	12	100%	462	100%	12	100%	398	100%
	PT	1	13%	39	8%	1	9%	39	7%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
History	FT	3	50%	168	44%	5	83%	267	84%	2	33%	123	47%	3	60%	126	54%	3	50%	144	70%	5	63%	183	80%
	PT	3	50%	216	56%	1	17%	51	16%	4	67%	141	53%	2	40%	108	46%	3	50%	63	30%	3	38%	45	20%
Hospitality	FT	15	83%	1276	82%	14	88%	1263	90%	16	89%	1266	84%	15	75%	1206	77%	21	95%	1575	94%	17	94%	1545	98%
	PT	3	17%	288	18%	2	13%	138	10%	2	11%	249	16%	5	25%	351	23%	1	5%	102	6%	1	6%	36	2%
Human Services	FT	4	80%	168	69%	4	67%	198	73%	1	17%	57	25%	5	83%	219	84%	4	57%	177	48%	6	67%	237	48%
	PT	1	20%	75	31%	2	33%	75	27%	5	83%	174	75%	1	17%	42	16%	3	43%	192	52%	3	33%	261	52%
Liberal Studies	FT	2	100%	19	100%	3	100%	28	100%	3	100%	8	100%	1	100%	6	100%	1	100%	3	100%	3	100%	10	100%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	FT	20	74%	795	85%	28	90%	1369	91%	15	75%	641	75%	29	94%	1293	93%	19	90%	706	92%	27	90%	1020	93%
	PT	7	26%	136	15%	3	10%	141	9%	5	25%	213	25%	2	6%	90	7%	2	10%	60	8%	3	10%	75	7%
Psychology	FT	6	40%	489	38%	9	56%	693	52%	5	31%	336	25%	7	41%	420	34%	6	35%	408	35%	5	38%	429	40%
	PT	9	60%	804	62%	7	44%	646	48%	11	69%	994	75%	10	59%	832	66%	11	65%	773	65%	8	62%	656	60%
Sociology	FT	1	25%	108	23%	2	33%	117	21%	3	50%	219	41%	4	57%	306	50%	7	88%	531	95%	6	67%	465	76%
	PT	3	75%	366	77%	4	67%	441	79%	3	50%	310	59%	3	43%	300	50%	1	13%	30	5%	3	33%	150	24%
Spanish	FT	6	100%	153	100%	5	83%	117	85%	5	100%	126	100%	7	100%	135	100%	5	100%	108	100%	5	83%	141	89%
	PT	0	0%	0	0%	1	17%	21	15%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	17%	18	11%
Studio Art	FT	6	33%	57	19%	8	38%	60	24%	11	58%	183	54%	13	54%	225	72%	12	71%	165	71%	12	71%	204	80%
	PT	12	67%	243	81%	13	62%	192	76%	8	42%	153	46%	11	46%	87	28%	5	29%	69	29%	5	29%	51	20%
General Education and AA/AS	FT	130	62%	8602	65%	107	62%	6458	63%	106	53%	6467	55%	97	59%	5886	62%	103	53%	6916	60%	104	62%	6981	69%
	PT	80	38%	4590	35%	65	38%	3807	37%	95	47%	5226	45%	67	41%	3652	38%	93	47%	4592	40%	65	38%	3090	31%
Total	FT	257	65%	15090	65%	265	69%	14257	68%	245	61%	13503	61%	267	67%	13793	66%	271	66%	14329	68%	269	70%	14424	73%
	PT	138	35%	7967	35%	121	31%	6687	32%	157	39%	8779	39%	131	33%	7048	34%	137	34%	6814	32%	113	30%	5393	27%

Table 4—Continued
Hilton Head Gateway Campus

Major		Fall 2011				Spring 2012				Fall 2012				Spring 2013				Fall 2013				Spring 2014			
		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Biology	FT	8	80%	430	73%	12	86%	629	88%	13	100%	623	100%	11	79%	407	66%	13	93%	644	87%	13	93%	296	99%
	PT	2	20%	160	27%	2	14%	89	12%	0	0%	0	0%	3	21%	206	34%	1	7%	96	13%	1	7%	4	1%
Business	FT	26	70%	1407	72%	30	73%	1611	75%	20	54%	1389	62%	25	58%	1425	64%	24	63%	1428	64%	22	61%	1380	63%
	PT	11	30%	543	28%	11	27%	528	25%	17	46%	867	38%	18	42%	804	36%	14	37%	795	36%	14	39%	819	37%
Communication Studies	FT	n/a		n/a		n/a		n/a		10	83%	642	82%	11	73%	564	75%	12	86%	708	84%	7	88%	318	84%
	PT	n/a		n/a		n/a		n/a		2	17%	141	18%	4	27%	189	25%	2	14%	132	16%	1	13%	60	16%
Computational Science	FT	3	100%	166	100%	9	100%	269	100%	6	100%	282	100%	8	100%	335	100%	10	100%	296	100%	10	100%	213	100%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	FT	16	94%	694	94%	14	82%	599	85%	12	100%	472	100%	16	94%	636	91%	12	92%	522	93%	9	64%	360	74%
	PT	1	6%	45	6%	3	18%	108	15%	0	0%	0	0%	1	6%	63	9%	1	8%	42	7%	5	36%	128	26%
English	FT	7	88%	480	92%	10	91%	519	93%	12	100%	495	100%	11	100%	420	100%	12	100%	462	100%	12	100%	398	100%
	PT	1	13%	39	8%	1	9%	39	7%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
History	FT	2	50%	141	46%	3	100%	255	100%	2	67%	123	60%	2	67%	108	56%	2	67%	108	97%	5	71%	183	95%
	PT	2	50%	168	54%	0	0%	0	0%	1	33%	81	40%	1	33%	84	44%	1	33%	3	3%	2	29%	9	5%
Hospitality	FT	11	79%	1154	80%	12	86%	1110	89%	13	93%	1119	92%	13	81%	1068	84%	17	94%	1341	93%	12	92%	1077	97%
	PT	3	21%	288	20%	2	14%	138	11%	1	7%	102	8%	3	19%	204	16%	1	6%	102	7%	1	8%	36	3%
Human Services	FT	0	0%	0	0%	1	50%	93	63%	1	100%	57	100%	2	100%	117	100%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	1	50%	54	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Liberal Studies	FT	2	100%	19	100%	3	100%	28	100%	3	100%	8	100%	1	100%	6	100%	1	100%	3	100%	3	100%	10	100%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	FT	18	72%	699	84%	26	90%	1364	91%	13	72%	581	73%	26	100%	1219	100%	15	88%	574	91%	24	92%	927	94%
	PT	7	28%	136	16%	3	10%	141	9%	5	28%	213	27%	0	0%	0	0%	2	12%	60	9%	2	8%	60	6%
Psychology	FT	5	50%	483	54%	7	64%	510	59%	3	30%	330	35%	5	45%	315	37%	3	33%	258	39%	4	44%	333	45%
	PT	5	50%	405	46%	4	36%	355	41%	7	70%	601	65%	6	55%	526	63%	6	67%	407	61%	5	56%	410	55%
Sociology	FT	1	100%	108	100%	1	50%	108	55%	3	75%	219	72%	4	80%	306	78%	4	80%	243	89%	3	50%	126	46%
	PT	0	0%	0	0%	1	50%	90	45%	1	25%	87	28%	1	20%	87	22%	1	20%	30	11%	3	50%	150	54%
Spanish	FT	4	100%	123	100%	5	83%	117	85%	4	100%	108	100%	6	100%	132	100%	5	100%	108	100%	5	83%	141	89%
	PT	0	0%	0	0%	1	17%	21	15%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	17%	18	11%
Studio Art	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	1	100%	42	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education and AA/AS	FT	107	64%	7498	67%	81	63%	5315	65%	82	51%	5579	55%	77	59%	4850	62%	90	54%	6169	62%	91	64%	6286	73%
	PT	61	36%	3662	33%	47	37%	2872	35%	80	49%	4535	45%	53	41%	2938	38%	77	46%	3853	38%	52	36%	2374	27%
Total	FT	210	69%	13402	71%	214	74%	12527	74%	197	63%	12027	64%	218	71%	11908	70%	220	67%	12156	69%	220	72%	12048	75%
	PT	94	31%	5488	29%	76	26%	4435	26%	114	37%	6627	36%	90	29%	5101	30%	106	33%	5388	31%	87	28%	4068	25%

Table 4—Continued
Historic Beaufort Campus

Major		Fall 2011				Spring 2012				Fall 2012				Spring 2013				Fall 2013				Spring 2014			
		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Biology	FT	1	100%	9	100%	3	100%	18	100%	2	67%	9	31%	0	0%	0	0%	1	100%	36	100%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	1	33%	20	69%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Business	FT	2	100%	66	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	1	100%	27	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Communication Studies	FT	n/a		n/a		n/a		n/a		0	0%	0	0%	1	100%	63	100%	1	100%	48	100%	0	0%	0	0%
	PT	n/a		n/a		n/a		n/a		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Computational Science	FT	1	100%	3	100%	1	100%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	4	100%	106	100%	4	100%	72	100%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
History	FT	1	50%	27	36%	2	67%	12	19%	0	0%	0	0%	1	50%	18	43%	1	33%	36	38%	0	0%	0	0%
	PT	1	50%	48	64%	1	33%	51	81%	3	100%	60	100%	1	50%	24	57%	2	67%	60	63%	1	100%	36	100%
Hospitality	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Human Services	FT	1	100%	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	1	100%	21	100%	1	100%	42	100%	1	100%	42	100%	0	0%	0	0%	0	0%	0	0%
Liberal Studies	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Psychology	FT	1	0%	6	0%	1	100%	63	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sociology	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Spanish	FT	1	100%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Studio Art	FT	6	35%	57	22%	8	38%	60	24%	11	58%	183	54%	13	54%	225	72%	11	69%	162	70%	12	75%	204	92%
	PT	11	65%	201	78%	13	62%	192	76%	8	42%	153	46%	11	46%	87	28%	5	31%	69	30%	4	25%	18	8%
General Education and AA/AS	FT	18	51%	750	51%	20	57%	672	53%	19	61%	591	58%	14	56%	547	60%	9	41%	430	46%	9	50%	338	46%
	PT	17	49%	730	49%	15	43%	593	47%	12	39%	421	42%	11	44%	369	40%	13	59%	505	54%	9	50%	398	54%
Total	FT	32	52%	978	50%	35	53%	828	48%	32	56%	783	53%	29	55%	853	62%	27	57%	770	55%	25	64%	614	58%
	PT	29	48%	979	50%	31	47%	884	52%	25	44%	696	47%	24	45%	522	38%	20	43%	634	45%	14	36%	452	42%

Table 4—Continued
Distance Education

Major		Fall 2011				Spring 2012				Fall 2012				Spring 2013				Fall 2013				Spring 2014			
		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours		Sections		Student Credit Hours	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Biology	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Business	FT	0	0%	0	0%	1	17%	39	9%	3	43%	165	36%	3	43%	121	27%	1	100%	102	100%	2	100%	172	100%
	PT	5	100%	462	100%	5	83%	384	91%	4	57%	291	64%	4	57%	324	73%	0	0%	0	0%	0	0%	0	0%
Communication Studies	FT	n/a		n/a		n/a		n/a		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	n/a		n/a		n/a		n/a		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Computational Science	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
History	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hospitality	FT	4	100%	122	100%	2	100%	153	100%	3	75%	147	50%	2	50%	138	48%	4	100%	234	100%	5	100%	468	100%
	PT	0	0%	0	0%	0	0%	0	0%	1	25%	147	50%	2	50%	147	52%	0	0%	0	0%	0	0%	0	0%
Human Services	FT	3	75%	111	60%	3	100%	105	100%	0	0%	0	0%	3	100%	102	100%	4	57%	177	48%	6	67%	237	48%
	PT	1	25%	75	40%	0	0%	0	0%	4	100%	132	100%	0	0%	0	0%	3	43%	192	52%	3	33%	261	52%
Liberal Studies	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Nursing	FT	2	100%	96	100%	2	100%	5	100%	2	100%	60	100%	3	60%	74	45%	4	100%	132	100%	3	75%	93	86%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	40%	90	55%	0	0%	0	0%	1	25%	15	14%
Psychology	FT	0	0%	0	0%	1	25%	120	29%	2	33%	6	2%	2	33%	105	26%	3	38%	150	29%	1	25%	96	28%
	PT	4	100%	399	100%	3	75%	291	71%	4	67%	393	98%	4	67%	306	74%	5	63%	366	71%	3	75%	246	72%
Sociology	FT	0	0%	0	0%	1	25%	9	3%	0	0%	0	0%	0	0%	0	0%	3	100%	288	100%	3	100%	339	100%
	PT	3	100%	366	100%	3	75%	351	98%	2	100%	223	100%	2	100%	213	100%	0	0%	0	0%	0	0%	0	0%
Spanish	FT	1	100%	27	100%	0	0%	0	0%	1	100%	18	100%	1	100%	3	100%	0	0%	0	0%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Studio Art	FT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	3	100%	0	0%	0	0%
	PT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	33	100%
General Education and AA/AS	FT	5	71%	354	64%	6	67%	471	58%	5	63%	297	52%	6	67%	489	59%	4	57%	317	58%	4	50%	357	53%
	PT	2	29%	198	36%	3	33%	342	42%	3	38%	270	48%	3	33%	345	41%	3	43%	234	42%	4	50%	318	47%
Total	FT	15	50%	710	32%	16	53%	902	40%	16	47%	693	32%	20	54%	1032	42%	24	69%	1403	64%	24	67%	1762	67%
	PT	15	50%	1500	68%	14	47%	1368	60%	18	53%	1456	68%	17	46%	1425	58%	11	31%	792	36%	12	33%	873	33%

Supporting Documentation

1. [NCATE/CAEP Standards](#)
2. [CCNE Standards](#)
3. [USCB Mission](#)
4. [Faculty Manual-Expectations of Faculty](#)
5. [Faculty Manual-Teaching and Administrative Support](#)
6. [Faculty Manual-Faculty Titles and Appointments](#)
7. [Faculty Manual-Normal Teaching Load](#)
8. [Full-time Instructor Appointment Letter](#)
9. [Faculty Manual-Definition of 3-Hour Course](#)
10. [Fall 2013 FT/PT Teaching by Discipline](#)
11. [Faculty Manual-Overloads and Load Reductions](#)
12. [Faculty Development, Updates, and Workshops](#)