

## General Instructions for Completing the Faculty Roster Form

*These instructions apply to the use of the Faculty Roster form\* for all institutions responding to Standard 6.2.a (Faculty qualifications) or as requested in relation to a review of a substantive change.*

Information requested on the form should be provided for all full-time and part-time faculty teaching credit or developmental/remedial courses. This includes high school faculty teaching dual enrollment courses for the institution. Teaching assistants should be included only if they are the instructor of record. The instructor of record is the faculty member who provides direct instruction for the course. In the case of a comprehensive review (application, initial accreditation or reaffirmation of accreditation), the roster should include all faculty members for all courses taught in the appropriate terms, no matter when or where. This would include coursework offered in an online modality and in high school dual enrollment courses. Institutions may choose to use an alternative form for those faculty members who were actively teaching at the time of the institution's prior comprehensive review (*Faculty from Prior Review*), provided that those faculty members were deemed qualified at the time of the prior review and are currently teaching courses with the same content and at the same level. If a substantive change is under review, roster should include all of the faculty members appropriate to the scope of that review. Substantive change prospectuses, applications, and information provided for a Substantive Change Committee require a full Faculty Roster form for the proposed change, regardless of faculty members' status during any prior review.

Faculty should be grouped by department, academic program, or discipline (do not group by broad areas such as social sciences or humanities, or by broad degree categories like Associate in Arts or Bachelor of Science). Faculty with teaching assignments in more than one academic area should be listed in the primary department, academic program, or discipline in which they teach, along with all of the courses taught, to avoid repeated entries for the same person.

For the submission of the Compliance Certification, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the

previous academic year. A Track B institution (offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.

### *Providing Information that Establishes Qualifications*

(1) Institutions completing the Faculty Roster Form should review Standard 6.2.a and the Commission guidelines on "Faculty Credentials," which can be found on the Commission website under the Policies and Publications link. The guidelines represent commonly-accepted good practice for the academic qualifications of faculty; however, SACSCOC recognizes that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses.

(2) SACSCOC usually accepts common collegiate practice in recognizing an academic discipline, concentration, and/or field of study. Examples include history, mathematics, chemistry, English, sociology, finance, accounting, marketing, and management. For faculty teaching in these areas, it is expected that the institution will provide information that justifies and documents each faculty member's qualifications relevant to the specific courses they are assigned to teach. For faculty teaching interdisciplinary courses, it is expected that the institution will provide information that justifies and documents the faculty member's qualifications relevant to the disciplines that are components of the course.

(3) When completing the Faculty Roster form, it may become obvious that only one of the faculty member's degrees need be cited in order to justify his/her qualifications to teach a specific course. In that case, cite only that one degree. In other cases, it will be necessary to list two or more degrees and to list the specific course titles and number of semester hours in those degrees relevant to the courses

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\* Both the Faculty Roster and the Faculty from Prior Review forms may be found on the [SACSCOC website](#).

assigned. It may also be necessary to indicate additional qualifications such as diplomas or certificates earned (with discipline indicated); related work or professional experience; licensure and certifications; continuous documented excellence in teaching; honors and awards; scholarly publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the courses assigned to the faculty member.

(4) Institutions are expected to maintain appropriate justification and documentation in the files of all faculty that establish qualifications, including those listed in columns three and four of the Faculty Roster Form. These should be readily available for the consideration of On-Site evaluators.

### ***Instructions for the Columns of the Faculty Roster Form***

**Column One.** Provide the name of the instructor and indicate full or part-time status: (F) or (P). A full-time faculty member is usually defined as one whose major employment is with the institution, whose primary assignment is in teaching or research, and whose employment is based upon a contract for full-time employees. If a significantly different definition is used for full-time faculty, please provide that definition. As noted above, the institution should provide information for all faculty teaching in the terms that are part of a comprehensive review. This includes all credit-bearing courses, whenever and wherever offered. Institutions should be careful not to overlook faculty teaching online courses, high school dual enrollment courses, or at off-campus instructional sites.

**Column Two.** List from the catalog the course prefix, course number, and course title of all credit courses taught by term during the requested time period. For each course indicate whether it is developmental (D), undergraduate transferable (UT), undergraduate non-transferable (UN), or graduate (G). Information should be provided – separate from the roster – summarizing the content of the courses listed on the roster. Appropriate information might be provided through a catalog or other description of the content of these courses. If the course is being taught at a high school as a dual enrollment course, please designate it as [Dual].

**Column Three.** List the earned academic degrees, diplomas, and certificates that help qualify the instructor to teach the listed courses. Indicate the discipline (concentration or major) of each degree and the institution that awarded the degree. Listing additional qualifications such as other specific course titles and number of semester hours awarded at the undergraduate or graduate level relevant to the courses assigned might also be helpful in building a case for qualified faculty.

**Column Four.** If necessary to establish adequate qualifications of faculty for courses assigned, list additional qualifications such as related work or professional experience, licensure and certifications; continuous documented excellence in teaching; honors and awards; scholarly publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the courses assigned to the faculty member. As necessary, provide this information on additional pages.

*Created: January 2007*

*Updated: January 2011, May 2018, April 2019,  
February 2020*

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Great Minds University

Name of Primary Department, Academic Program, or Discipline: XXXX

Academic Term(s) Included: Fall 20XX, Spring 20XX

Date Form Completed: 08/01/201X

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Joe Alvarez (F)	<b>Fall 20XX</b> BUS 1001 Fundamentals of Accounting, 3 (UN) BUS 2001 Principles of Accounting I, 3 (UT) <b>Spring 20XX</b> BUS 1001 Fundamentals of Accounting, 3 (UN) BUS 2002 Principles of Accounting II, 3 (UT)	MBA (General), Old Main University included the following coursework: BUS 516 Cost Accounting (3) BUS 572 Federal Income Tax (3) BUS 573 Accounting Information Systems (3) Total: 9 Graduate Semester Hrs  BBA (Accounting), Greenhill University	Current CPA license, NC  1999-2009 Accountant, Big Four Accounting Inc., Durham, NC  3 years Auditing experience 7 years Income Tax experience
Yolanda Bing (F)	<b>Fall 20XX</b> HIS 101, Western Civilization I, 3 (UT) HIS 110, American Society and Culture, 3 (UT) GEO 222, Latin America, 3 (UT) <b>Spring 20XX</b> HIS 102, Western Civilization II, 3 (UT) KIN 103, Karate, 1 (UT)	MA (History), Grand State University Included the following coursework: GEO 512, Hist of Cartography GEO 516, Latin American Geography GEO 640, Geo Info Sys GEO 651, Migration GEO 670, Europe GEO 680, 20th Century US Total: 18 Graduate Semester Hrs	Holds black belt and was first alternate to US Olympic team in Karate

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment

Form Updated: May 2018

1	2	3	4
NAME (F, P)	<b>COURSES TAUGHT</b> <b>Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G) [Dual]</b> Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> <b>Relevant to Courses Taught, Including Institution &amp; Major</b> <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> <b>Related to Courses Taught</b>
Joseph Green (P)	<b>Spring 20XX</b> MUS 305, Music Composition. 3 (UT)	BM (Music Composition), Gary Conservatory of Music	Published composer, including four produced symphonies and one opera, which debuted last winter at the Houston Grand Opera  Formerly the composer in residence for the Peoria Symphony Orchestra
Samuel Twain (P)	<b>Spring 20XX</b> ENG 101, Effective Writing, 3 (UT) [Dual] <b>Fall 20XX</b> ENG 102, World Literature, 3 (UT) [Dual]	PhD (English), Calaveras University MAT (Secondary English), Hannibal College MFA (Creative Writing), Mississippi River University	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment

Form Updated: May 2018