

5.1.3.L.2. Augusta Technical College Faculty Role in Academic Governance



The faculty at Augusta Technical College has a major responsibility in the achievement of outcomes for student learning and the quality of academic programs. To accomplish the mission of the College and to ensure a vibrant collegiate environment, participation by the faculty in academic and appropriate governance matters is encouraged and considered critical in the educational process.

The primary role of the faculty in governance of the College is to develop, revise, and implement educational goals and objectives, including curriculum, academic standards, and courses of study. In addition, the program faculty members participate in decision-making activities involving academic policy such as degree requirements, curricula, faculty work environment, and professional development. They also have a major role in identifying, evaluating, and improving student learning outcomes, including planning and budgeting for expected outcomes.

Membership will be made up of full-time faculty of the College. Representatives from each academic school will be elected by the faculty of that academic school to serve on the Council. Each of the six (6) academic schools (School of Arts and Sciences; School of Aviation, Industrial, and Engineering Technology; School of Business; School of Cyber and Design Media; School of Health Sciences; and School of Public and Professional Services) will elect 9 faculty members – 6 from the Augusta Campus representing each of the academic schools; 1 faculty member from the Thomson/McDuffie Campus; 1 faculty member from the Waynesboro/Burke Campus; and 1 faculty member from the Grovetown Center. Service on the Council is a two-year term.

The faculty develops and revises program curricula through the Instructional Faculty Consortium Committees (IFCC) set up through the Technical College System of Georgia (TCSG). All instructors in the Technical College System of Georgia are members of an IFCC. There are faculty consortium committees for each program area in each of the three consortium regions, except in program areas for which a statewide committee has been authorized as a substitute. Through statewide program reviews using the PROBE process, the faculty establishes, reviews, and evaluates curricula.