

AP240a. Hiring Qualified Faculty

Associated Board Policy: 240

Procedure Owner: Vice President of Academic Affairs

Related Procedures: AP240b. Hiring Adjunct Faculty

I. Procedure Scope and Purpose

This procedure applies to the hiring of all faculty members at the institution. The College is committed to effective teaching and learning and will be able to demonstrate consistent evaluation procedures and careful consideration of qualifications for all instructional faculty. The Vice President of Academic Affairs has the final approval at all stages in the hiring process and will assign academic affairs personnel to facilitate the process. Finally, the ultimate hiring approval is completed by the President. Department chairs, associate vice presidents, or their designees, will be involved in the hiring process when appropriate in the following possible ways: identifying a need in their areas, if known; reviewing applicant files, establishing and documenting qualifications, interviewing when needed, making recommendations for hire, mentoring of newly hired faculty, and delivering departmental orientation when appropriate.

The institution must have sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty including oversight of the curriculum, expectations for student performance, establishment of academic credentials for instructional staff, and involvement in the broad assessment of student learning. Qualified faculty procurement at the Arkansas City campus can be troublesome due to the rural nature and low population of the community though every effort is made to hire gifted and qualified instructional faculty. Faculty must possess an academic degree relevant to what they are teaching and at least one level above the level they teach, except when equivalent experience is established.

Within a specific discipline or field of study, the faculty and staff needed for effective, high-quality programs and student services refers to a faculty member's ability to understand and convey the essentials of the discipline that a student should master at various course and programs levels. Qualified faculty should be able to engage professionally with colleagues in determining the specific, stated learning objectives for all graduates of a specific program as well as possess the full scope of knowledge, skills, and dispositions appropriate to the degree awarded. Faculty are expected to be actively involved with their personal professional development. In addition, qualified faculty should know the broad learning objectives of the institution for all of its students. The Higher Learning Commission expects that, through the higher education curricula that faculty develop, the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Qualified faculty should also be aware of whether and how much students learn, since an institution should be able to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning.

The purpose of this procedure is to ensure that qualified faculty are hired at the college.

II. Definitions

Determination by Credentials – Faculty credentials generally refer to the degrees faculty have earned that provide a foundation for knowing what students should learn in a specific discipline or field. Over the years, some hallmarks and common expectations for faculty credentials have emerged within the higher education community, such as:

- A. Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they will teach, and/or for which they will develop curricula, with coursework at least one level above that of the courses being taught or developed. Successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses.
- B. Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. Those teaching general education courses, or other courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. This is the minimum threshold for educational credential requirements, and the minimum experience threshold is found on the evaluation process that follows within this document.
- C. Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. (Note: See the Tested Experience section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer.

Determination by Factors Other Than Credentials – Qualified faculty are identified primarily by credentials, but other factors may be considered in addition to the degrees earned. For example:

- A. Besides credentials, other attributes may be necessary to qualify someone to teach, such as the ability to design curricula, develop and implement effective pedagogy, and appreciate the breadth of knowledge in quality undergraduate education.
- B. Knowledge of a specific discipline as indicated by the credential is not all that is required since faculty carry other significant responsibilities such as conducting research, advising students, participating in co-curricular activities, and contributing to shared governance within College teams and committees.
- C. An earned degree does not necessarily attest to a faculty member's ongoing professional development in the field. Knowing what students should know is dependent upon the discovery of new knowledge and currency in the field.
- D. Because of changing academic, societal, and workforce needs, institutions are developing interdisciplinary and other non-traditional programs that require faculty to think beyond their own disciplines and traditional academic programs to determine what students should know and to design curricula accordingly.
- E. In some cases, such as in practice-oriented disciplines or programs, tested experience in the field may be needed as much as the formal educational preparation at the prescribed level in determining what students should know to practice.

Faculty Employee Preparation – In order that the College shall maintain a well-qualified staff in keeping with the institutional mission, the master’s degree shall be considered the preferred minimum educational requirement for teaching general education courses, and the bachelor’s degree shall be considered the preferred minimum educational requirement for teaching occupational courses. All vocational education personnel are expected to meet the certification requirements of the State of Kansas, and the College reserves the right to adopt specific requirements for each professional position. The President of the College shall have the authority to waive certain requirements in order to assure proper implementation or continuation of a program.

Those individuals who do not meet the preferred qualifications shall present a minimum of six credit hours per year toward the required degree. A plan for continued study must be developed in consultation with the Chief Academic Officer and approved by the President. Exceptions to these requirements shall be made only upon approval of the Chief Academic Officer and authorization by the President. Written request for an exception must be submitted to the Chief Academic Officer thirty (30) days in advance of re-employment.

Higher Learning Commission (HLC) – The higher education accrediting body in the United States. Cowley County Community College and Area Vocational-Technical School is fully accredited by the North Central Association of Colleges, one of the regional accrediting bodies for the Higher Learning Commission.

Master Agreement – The negotiated agreement between the College Board of Trustees and the Cowley Educational Association that describes faculty employment and expectations.

Professional Development – Professional development for all College faculty is essential for growth, practice change, discipline advances, pedagogy, and a host of other worthy reasons. Faculty are encouraged to complete continuing education via conferences, in-service training, journal review, research, and training sessions. In addition, professional development is offered via the online setting for all employees. It is recommended that faculty complete at least sixteen hours of professional development each year.

Quality Assurance – HLC expects that ‘Determination by Credentials’ will be the primary mechanism used by institutions to ascertain faculty qualifications. Determination of qualified faculty is completed at the time of hire and reviewed during the HLC comprehensive review (site visit).

Tested Experience – The value of using tested experience to determine faculty qualifications depends upon the relevance of the experience both to the degree level and to the specific content of the course(s) for which the faculty member is responsible. Tested experience implies that some objective measure ensures that the individual’s knowledge and expertise are sufficient for determining what students should learn and have learned. The following are, but not limited to, the following examples:

- A. A faculty member teaching undergraduate courses in human resources or business ethics may not have a relevant degree at the appropriate level but can provide evidence of effective work as a practicing labor relations attorney.
- B. A faculty member who teaches courses in a pre-associate technology program may not possess a graduate degree but might have the industry certification and years of experience working in that field.
- C. A faculty member teaching clinical courses may not have an advanced degree but, instead, may have documented recognition of excellence in teaching and discipline practice.

- D. A faculty member teaching creative writing, painting, or music may have had his or her expertise, ability, and talent validated through publications or through wide critical and public acclaim.
- E. A faculty member teaching conversational courses in Native American or foreign language may demonstrate his or her qualification through recognition of competence by tribal elders or through a nationally recognized rating of proficiency in foreign language.

III. Procedure

- A. Before hiring, each faculty candidate must be evaluated to ensure quality and credentials following determination by credentials, determination by factors other than credentials, faculty employee preparation, and tested experience as all defined above.
- B. The initial confidential evaluation will be completed by an Associate Vice President or Department Chair on the Hiring Qualified Faculty Documentation form, and forward it to the Vice President of Academic Affairs.
- C. The Vice President of Academic Affairs will determine whether the candidate is hired based on these quality measures. If the candidate lacks the educational credentials, as per the Master Agreement, the faculty member may be employed and a Continued Faculty Education Plan form will be completed. It is expected that the faculty member will obtain the educational credential if employment is to be maintained.
- D. Educational credentials and years of related work experience are evaluated for determining placement on the salary schedule following the steps.
 - 1) Highest Degree Earned determines the Classification placement category (A – G)
 - 2) Years of related work experience are determined utilizing the following evaluation criteria:
 - a. 1 year for each full-time teaching position with an educational institution
 - b. .25 - .5 years for part – time teaching position (ie: adjunct, workforce trainer, etc.)
 - c. .5 -1 for each year in other related career experience in education in non-teaching area (ie: academic/student support, advising, admissions, etc.)
 - d. .5 – 1 for each year for other career experience in related field
 - 3) Complete the *Documentation of Approved Experience and Education for Faculty Hiring Form* listing the credentials and experience in steps 1 and 2 to determine the combined education classification and years of experience to use for placement on the salary schedule
 - 4) Compare the classification determined to the existing salary schedule of current professional employees to identify similar placement. In no event can an individual to be assigned at a higher salary than a faculty already on the salary schedule with the same or more experience and education.

If there is no current match with the determined classification, then comparisons of salaries with individuals with similar years either within the same or in another education classification are identified.

Adjustments may be made for computation by selecting existing salaries from different classification categories by making a step allowance either upward or downward for the difference between the steps base pay rate. (ie: C-15 compared to a D-15)

Adjustments may also be determined by looking at the differences in salaries within the same category to determine a “per year” value that could be added or subtracted to the comparable salary.

- 5) Once a suggested salary is determined, the CAO, Department Chairperson, CEA Representative, and the VP of Finance must approve the suggested salary before submitting hiring paperwork to the President for approval.

IV. Effective Date(s)

This procedure first became effective: October 28, 2014.

Revised June 16, 2016.

Revised September, 2020.

Revised September 12, 2023.

V. Signature and Title



This procedure is implemented by: _____

Title: Vice President for Academic Affairs

**COWLEY COLLEGE
HIRING QUALIFIED FACULTY DOCUMENTATION FORM**

Faculty Candidate

Last name: _____ First name: _____ Date: _____ Department at College: _____
 Degree: _____ Major: _____ Degree: _____ Major: _____
 Degree: _____ Major: _____ Degree: _____ Major: _____

Subject/Discipline being taught: _____

Hiring preference at College based on credentials (in order of priority; denote level)	Hiring determination based on credentials:
<input type="checkbox"/> 1 - Doctorate or master's in discipline <input type="checkbox"/> 2 - Doctorate or master's degree in related area with 18 or more graduate credit hours in discipline <input type="checkbox"/> 3 - Doctorate or master's degree <input type="checkbox"/> 4 - Bachelor's degree in discipline with graduate work <input type="checkbox"/> 5 - Bachelor's degree in discipline <input type="checkbox"/> 6 - Associates degree in discipline <input type="checkbox"/> 7 - Certifications and tested experience	Based on the educational credentials on the left, is the candidate in priority level 1 or 2? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, no further documentation is required. If no, further justification is needed below. Refer to Tested Experience Faculty Credential Evaluation

Factors Other Than Educational Credentials to Determine Qualified Faculty	
<input type="checkbox"/> Graduate level coursework not included above	<input type="checkbox"/> Formal professional development
<input type="checkbox"/> Directly related professional teaching experience	<input type="checkbox"/> Publications, Presentations, Achievements
<input type="checkbox"/> Directly related other professional experience	<input type="checkbox"/> Other factors
<input type="checkbox"/> Certifications/Licensure	

Explanation for above (attach Faculty Credential Evaluation form with supporting documentation, if needed):

The faculty candidate has other factors that would provide quality instruction in discipline or subfield and recommend hiring. Yes No

Evaluator's Signature/Title: _____ Date: _____
 Department Chairperson Signature: _____ Date: _____

For Office Use by Vice President of Academic Affairs

Action:

- Employ as Faculty Member
- Do Not Employ
- Qualified, but no current position available.
- Employ as Faculty Member with Following Restrictions (Education Plan, Course Restrictions, etc.):

Explanation, if needed: _____

Vice President of Academic Affairs: _____ Date: _____

COWLEY COLLEGE CONTINUED FACULTY EDUCATION PLAN FORM

In order that the College maintains a well-qualified staff in keeping with the institutional mission, the master’s degree shall be considered the preferred minimum educational requirement for teaching general education courses, and the bachelor’s degree shall be considered the preferred minimum educational requirement, or a combination of applicable experience and credentials, for teaching occupational courses. All vocational education personnel are expected to meet the certification requirements of the State of Kansas, as appropriate. Those individuals who do not meet the preferred qualifications shall present a minimum of six credit hours per year toward the required degree. This plan for continued study must be developed in consultation with the Chief Academic Officer and approved by the President. Exceptions to these requirements shall be made only upon approval of the Chief Academic Officer and authorization by the President. Written request for an exception must be submitted to the Chief Academic Officer thirty (30) days in advance of reemployment.

Faculty Member Section

Last name: _____ First name: _____ Cowley College ID ----- _____

Current Degree: _____ Major: _____

Planned Degree: _____ Major: _____

Anticipated Completion Date: _____ Current Completed Hours in Degree: _____

List Class Names for at Least Six Credit Hours You Will Complete in this _____ Academic

Year: Class: _____ Credit Hours: _____

Class: _____ Credit Hours: _____

Class: _____ Credit Hours: _____

When classes are completed, send a transcript to the academic affairs office. This plan must be updated on a yearly basis and it is the responsibility of the faculty member to present it before the start of each academic year.

Instructor’s signature: _____ Date: _____

For Office Use by Vice President of Academic Affairs and President

Denied Approved (if denied provide further faculty guidance)

Vice President of Academic Affairs: _____ Date: ____/____/20____

Denied Approved

President: _____ Date: ____/____/20____

This completed form is placed in the faculty member’s personnel file.

TESTED EXPERIENCE FACULTY CREDENTIAL EVALUATION-Guidelines for Technical and CEP

Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. Tested experience includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.

HLC recognizes that many high school teachers possess tested experience beyond their years in the classroom that may account for content knowledge for the dual credit courses they may teach. These teachers may have gained relevant experience while working in other sectors or through professional development or other relevant experience that now informs their teaching. They may be active in professional organizations and learned societies through presentations and publications on topics relevant to the dual credit courses they may teach. In combination with other credentials and/or tested experience, they may be able to provide direct evidence of their students' achievement on college-level tests that reflects a level of teaching and learning akin to a college classroom.

- Graduate Hours—all non-CTE instructors must possess or work toward having at least 6-9 hours of graduate level credits directly connected to teaching assignment
- Directly related Professional Experience (max 9 credits)
 - 3 credits for each unique or significantly different role of at least one-year full time
- Certifications/Licensure (max 3 credits; for CTE, certifications adequate to meet requirements)
 - Public School Teaching Certificate – 1.0 credit for secondary cert in discipline area
 - A.P. Certification – 1.0 credit for area
 - Technical Certifications – as required for teaching area (Associate's Degree also required)
 - Other, e.g., peer reviewer 1.0 each
- Formal Professional Development (max 6 credits)
 - Workshops, etc. – 15 hours = 1 credit ; max 6 credits, must be directly related to teaching assignment
- Publications, Presentations, Awards (max of 6 hours)
 - Peer recognition, professional contribution, professional development
 - Key office in professional association – no more than 1 credit for each unique / at least 1 year – 3 credit max
 - Presentations - 0.25 to 0.5 for each unique to max of 3 credits
 - Publications - 0.5 to 1.0 for each, max of 3 credits
 - Professional awards – 0.5 – 1.0 credit – max of 3 credits
- Other factors (max 6 credits)
 - Patents, research, other professional contribution not listed above - 0.5-1.0 each

FACULTY CREDENTIAL EVALUATION WORKSHEET

Name _____ Dept. _____

Credential	Credit hour equivalency awarded
<ul style="list-style-type: none"> ➤ Graduate Hours (min of 9.0) <ul style="list-style-type: none"> ○ all non-CTE instructors must possess or work toward having at least 6-9 hours of graduate level credits directly connected to teaching assignment 	
<ul style="list-style-type: none"> ➤ Directly Related Professional Experience (max 9 credits) <ul style="list-style-type: none"> ○ 3 credits for each unique or significantly different role of at least one-year full time 	
<ul style="list-style-type: none"> ➤ Certifications/Licensure (max 3 credits; except for CTE) <ul style="list-style-type: none"> ○ Public School Teaching Certificate – 1.0 credit for secondary cert in discipline area ○ A.P. Certification – 1.0 credit for area ○ Technical Certifications – as required for teaching area (Associate's Degree also required) ○ Other, e.g., peer reviewer 1.0 each 	
<ul style="list-style-type: none"> ➤ Formal Professional Development (max 6 credits) <ul style="list-style-type: none"> ○ Workshops, etc. – 15 hours = 1 credit; max 6 credits, must be directly related to teaching assignment 	
<ul style="list-style-type: none"> ➤ Publications, Presentations, Awards (max of 6 hours) <ul style="list-style-type: none"> ○ Peer recognition, professional contribution, professional development ○ Key office in professional association – no more than 1 credit for each unique / at least 1 year – 3 credit max ○ Presentations - 0.25 to 0.5 for each unique to max of 3 credits ○ Publications - 0.5 to 1.0 for each, max of 3 credits ○ Professional awards – 0.5 – 1.0 credit – max of 3 credits 	
<ul style="list-style-type: none"> ➤ Other factors (max 6 credits) <ul style="list-style-type: none"> ○ Patents, research, other professional contribution not listed above - 0.5-1.0 each 	
Total credit hour equivalency for hiring	

Reviewer _____ Date _____

Dept. Chair _____ Date _____

VPAA _____ Date _____