

Procedure Information	
Responsible Unit	Academic Affairs
Reviewing Body	Academic Administration/Faculty Senate
Review Cycle	Annually or As Needed
Effective Date	September 2017
Last Revised Date	7/1/17; 7/10/17;8/16/17; 8/21/17 (See End of Document)
Type of Policy	Hiring

Overview

In order to meet the multi-dimensional academic mission of the College to remediate students, prepare students for the workforce or transfer, and to provide continuing education, it is incumbent on the institution to hire highly qualified faculty in all areas. It is imperative that hiring standards are consistent with the guidelines as provided by the Ohio Department of Higher Education and the Higher Learning Commission. As outlined in the SSEA/SSCC Contract in Section 7.06, it is the position of the College to follow the most rigorous of the two entities. This credential standard applies to all instruction regardless of delivery methodology or content.

Effective September 2017, the Higher Learning Commission updated the guidelines for determining qualified faculty through HLC's criteria for accreditation and assumed practice B.2. These guidelines exceed the rigor of those required by the Ohio Department of Higher Education and subsequently guide all faculty credentialing decisions effective Fall 2017 and beyond.

Policy

All faculty members must hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services. Where professional accreditation or licensing standards for faculty differ from the Ohio Department of Higher Education Standards, faculty members are expected to meet the higher standards. Additionally, it is imperative that faculty members show evidence of continuing professional development in their discipline. Faculty members who teach online courses must be

prepared for teaching in an online environment. Lastly, faculty members should have received degrees from a variety of institutions. Degrees from a single institution should not constitute the majority of the program's faculty.

Determination by Credentials

General Education: Faculty members teaching general education courses, or other non-occupational courses, must 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 must have completed a minimum of 18 graduate semester hours in the discipline or subfield in which they teach.

About subfields – An academic subfield refers to a component of the discipline in which the instruction is delivered. The focus, in the context of HLC Assumed Practice B.2., is on the course being taught and the general appropriateness of the faculty qualifications with reference to such courses. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses the faculty member would teach in accordance with the conventions of the academic field.

Occupational/Technical Education: For occupational or technical courses, faculty members must hold a degree at least one level above the degree they are teaching or a terminal degree in the field or where equivalent experience has been established.

Dual Credit or College Credit Plus (CCP) Instruction: Faculty members teaching in dual credit or CCP courses should hold the same minimal qualifications as required by the institution of its own faculty. Recognition is given to faculty who have obtained a Masters of Education when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline.

Clinical/Practice-Oriented Instruction: Faculty members teaching technically or practice-oriented courses must have practical experience in the field and hold current licenses and/or certifications, as applicable. For programs involving clinical faculty, the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

Developmental Education: Faculty members teaching in developmental education should hold a master's degree. Although master's is preferred, a bachelor's degree in the field is permissible for general education faculty who teach developmental coursework.

Workforce and Community Services: The minimum qualification for teaching non-credit workforce and community coursework is dependent on certifications, experiences, and education related to the content of the course. Faculty in this area must have evidence of applicable work experiences, certification, or other educational credentials related to the course content.

Determination by Tested Experience

The College recognizes that there will be circumstances, albeit infrequent, that may necessitate candidate review by factors beyond the degree earned. This will be referred to as “Tested Experience.” Such petitions will be considered by the Chief Academic Officer in conjunction with the Division Coordinator and area Dean and will follow the provisions set forth in this procedure.

In addition to the minimum credential level required, individuals with the necessary breadth and depth of tested experience outside of the classroom in a real world situation, which is relevant to faculty to teach within the discipline(s), and as documented may be considered for teaching assignments. It is important to note one’s tenure of teaching does not constitute tested experience. 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. Examples of tested experience may be but are not limited to:

General Education

- a. A faculty member with a graduate degree and teaching in 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.
- b. A faculty member with a graduate degree teaching conversational courses in Sign Language or foreign language may demonstrate his or her qualifications through recognition of competence by the deaf community or through a nationally recognized rating of proficiency in foreign language.
- c. A faculty member with a graduate degree in religion or religious studies may be qualified to teach courses in philosophy of religion, world religion, or ethics.
- d. Faculty with a graduate degree who have experience with public speaking such as trial lawyers, actors, pastors, public news figures, etc., may be qualified to teach introductory speech courses.
- e. Faculty with a graduate degree in physics, engineering, and other fields with significant mathematical science courses may be considered qualified to teach undergraduate mathematics courses.
- f. Faculty with a graduate degree in the Physical Sciences may be considered qualified to teach undergraduate course in astronomy. Faculty with a graduate degree in medicine (MD, DO, DC, DVM), nursing, or biomedical engineering may be considered qualified to teach undergraduate classes in biology. Faculty with a graduate degree in pharmacy or chemical engineering may be considered qualified to teach undergraduate chemistry.
- g. Faculty with graduate degrees in counseling, social work, and other related fields who hold State licensures such as the LISW or LPCC may be qualified to teach courses in psychology or sociology.

Technical Education

Table A can guide the evaluation of credentialing for faculty teaching in technical disciplines. This is not intended to be an exhaustive list rather, a general starting point for evaluation of credentials other than degrees earned. All artifacts used in such evaluation must be in the form of documented evidence.

continued on following page...

Table A: Guide for Determining Tested Experience in Technical Programs

Program	Required/Preferred Degree	Minimum Years of Field Experience	Certifications, Alternative Credentials, or Experiences
Accounting	BS/MS (MBA)	5 years	CPA
Agriculture	BS	5-7 years	Industry certifications
Aviation	BS	5 years	FAA Airframe and Power Plant Licensure
Business	BS/MS (MBA)	5 years	Industry certifications
Computer Science	BS	3-5 years	Industry certifications
Criminal Justice	BS in Criminal Justice, Public Safety, Corrections, etc.	3+ years in criminal justice field	OPOTC certifications and/or other industry relevant certifications
Education	MEd	7-10 years	Industry certifications
Engineering	BS in Engineering related or similar technical field	3-5 years industry experience	Documented field experience and/or industry certifications
Entrepreneurship	Bachelor's Level Degree/Masters	10 years proven experience	Portfolio
Human and Social Services	BA/MA	5 years	LPCC, LSW, LISW, LPC
Human and Social Services: Chemical Dependency	BA/MA	5 years	LICDC, LPCC, LSW, LISW, LPC
Logistics Management	Bachelor's Level Degree/Masters	10 years proven experience	
Medical Assisting	AAS in Medical Assisting	3 years required; 5 years preferred	CAAHEP approved professional credential for MA. Preferred CMA; CPR; BLS; and First Aid Certification
Nursing	BSN/MSN	2-5 years	Unrestricted Ohio RN licensure, CPR certification, documented immunities per clinical agreement.
Office Information Technology	BS	3-5 years	Industry certifications
Real Estate	BS	10 years	Licensed Real Estate Agent
Respiratory Care	BS	4 years as Registered Therapist, 2 years in clinical respiratory care, 2 years teaching in an accredited program	Registered Respiratory Therapist; Neonatal-Pediatric Specialist

Exceptions

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 for teaching general education courses, and the bachelor's degree shall be considered the preferred minimum educational requirement, or a combination of tested experience for teaching occupational courses. All teaching faculty are expected to meet these requirements. Those individuals who do not meet the qualifications shall present a plan for continued development. Such a plan should be developed in consultation with the Vice President of Academic Affairs and approved by the President. Written request for an exception must be submitted to the Vice President of Academic Affairs thirty days in advance of the commencement of the teaching assignment. A Continued Faculty Education Plan Form will be completed and placed in the faculty personnel file housed in the Human Resources Department.

Documentation

All documentation used to qualify faculty to teach within their discipline(s) will be maintained in the faculty member's permanent personnel file in the Office of Human Resources. The following standards will be applied for the documentation of faculty credentials:

1) Transcripts

- a. All official transcripts must be original, received directly from the degree awarding institution. Unofficial transcripts issued to the individual will not be accepted.

2) Current Curriculum Vitae

- a. Each faculty member should have a current CV on file detailing educational and work experience.

3) Work Experience

- a. Should work experience be a factor in the credentialing process, a letter on company letterhead outlining work experience from a current or former employer is necessary. The letter should include dates of employment and signature of an authorized company representative.
- b. Employee W2 forms, letters from co-workers, or publications referencing the employee can be used if the company has closed.
- c. Employees whose work experience comes from self-employment are able to document their work experience through letters of reference from clients who can speak to the scope of work performed.

4) Other Documentation

- a. Professional licensure, certifications, awards, publications, and other documented competencies used to show qualifications must be kept in the employee's permanent personnel file.
- b. All documentation must be kept current; therefore, any renewals need to be sent by the faculty member to the Office of Human Resources.

5) Hiring Qualified Faculty Documentation Form

Procedures

- 1) All provisions of the Policy and Information Manual, Section 8, apply.
- 2) Before hiring recommendations are offered, candidates must be evaluated to ensure quality and credentials following Determination by Credentials or Tested Experience guidelines set forth in this procedure.
- 3) The initial evaluation will be completed by the Division Coordinator and/or the respective Dean. Once complete, the *Hiring Qualified Faculty Documentation Form* will be forwarded to the Vice President of Academic Affairs.
- 4) The Vice President of Academic Affairs will determine whether the candidate can be hired on these terms. Any employment offer is contingent on valid transcripts and other supporting documentation being on file in the Human Resources office.

Provision for Existing Full-Time Faculty

The HLC policy is effective for new and existing teaching faculty as of September 1, 2017. As such, a *Hiring Qualified Faculty Documentation Form* will be completed for all existing faculty. It may be necessary to request supporting documentation to complete this initial implementation.

Revisions:

- 7.10.17 – Added suggested text for Sociology and Psychology considerations
- 8.16.17 – Corrected word usage in Gen. Ed. section. Changed “many” to “may”
- 8.21.17 – Changed “graduation” to graduate in section “f” of Gen Ed. Inserted Page numbers in footer.