**CHANCELLOR’S PROCEDURES FOR POLICY 605.02**

**FACULTY CREDENTIALING AND RANK/STEP ASSIGNMENT FOR INITIAL EMPLOYMENT**

1. Faculty rank refers to the title and pay grade of a faculty member’s teaching appointment. Rank designation for initial employment is based on a comprehensive evaluation of the individual’s credentials. Credentials are comprised of educational attainment, professional certifications, in-field coursework/training, and related work experience. New hires are not automatically placed at the lowest rank; the college president may assign a new hire to any rank justified by the individual’s credentials, market/workforce conditions, the college’s needs, and the employee’s demonstrated ability to perform the duties of that rank.
2. Faculty credential requirements vary by teaching area/discipline. Each teaching area/discipline is assigned to one of three groups – ACA (Academic), CTE1 (Career/Technical 1), or CTE2 (Career/Technical 2). Credential group assignments are made at the System level and recorded in the official ACCS Program Inventory, an addendum to this Procedure. A description of each credential group is given below, along with the minimum credentials required of faculty members teaching in the areas/disciplines assigned to that group. [*See Program Inventory/Credentialing Lists made a part of this Procedure.*]

Each institution is responsible for justifying and documenting the qualifications of its faculty members to meet programmatic and regional accreditation guidelines.

* 1. **ACA** – The ACA (Academic) faculty credential group is designed for faculty members who teach in academic transfer areas/disciplines (college-level general education courses) and for those teaching in select health science programs. Instructional areas/disciplines assigned to this credential group are designated ACA in the official ACCS Program Inventory.

Minimum Requirements:

* **Educational Attainment**: Master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (18 graduate semester hours in the teaching discipline)
* **Infield Coursework/Training**: Coursework or training appropriate to the teaching assignment
* **Professional Certifications/Licensure**: Varies according to teaching discipline and position responsibilities
* **Related Work Experience**: None
	1. **CTE1** – The CTE1 (Career/Technical Education 1) faculty credential group is designed for faculty members teaching in career/technical areas/disciplines that are not designed for transfer, but that may include some courses accepted for transfer by specific senior institutions. These areas/disciplines are those in which bachelor’s degrees are widely available. Instructional areas/disciplines assigned to this credential group are designated CTE1 in the official ACCS Program Inventory.

Minimum Requirements:

* **Educational Attainment**: Bachelor’s degree in the teaching discipline or Associate’s degree in the teaching discipline, depending on requirements for any programmatic certification/accreditation.
* **Infield Coursework/Training**: Coursework or training appropriate to the teaching assignment
* **Professional Certifications**: Varies according to the teaching discipline and position responsibilities.
* **Related Work Experience**: 3 years directly related work experience.

**Note**: Faculty teaching courses that are considered transferable under articulation agreements, including but not limited to STARS, must meet the minimum requirements of the ACA faculty credential group.

* 1. **CTE2** – The CTE2 (Career/Technical Education 2) faculty credential group is designed for faculty members teaching in career/technical areas/disciplines that are not designed for transfer and that represent disciplines in which the bachelor’s degree is typically not available. Instructional areas/disciplines assigned to this credential group are designated CTE2 in the official ACCS Program Inventory.

Minimum Requirements:

* **Educational Attainment**: Associate degree in the teaching discipline or college certificate in the teaching discipline, depending on the highest award offered in the program and requirements for any programmatic certification/accreditation
* **Infield Coursework/Training**: Coursework or training appropriate to the teaching assignment
* **Professional Certifications**: Successful completion of an approved occupational certification examination (e.g. NOCTI, AWS, NIMS, etc. within 3 years of initial employment.
* **Related Work Experience:** 3 years directly related work experience

**Exceptions to Minimum Faculty Credential Requirements**:

Exceptions for CTE1 and CTE2: Each faculty member teaching in a career/technical education program should hold educational credentials equal to or higher than the highest award offered in the program at the college. In cases of critical need, faculty members may be hired with lesser educational attainment if they possess exceptional professional credentials that include appropriate industry-recognized certifications and related work experience.

Exceptions for Developmental Education: Faculty members teaching developmental general studies courses (courses that are not applied toward any degree or certificate nor designed for college transfer) must hold an earned bachelor’s degree in a discipline related to the teaching assignment and either teaching experience in the discipline or additional training/education in developmental education.

Other Exceptions: No exceptions to the minimum credentials are allowed for instructors teaching general education courses that are approved by the Alabama Articulation and General Studies Committee (AGSC) for transfer to the state’s senior institutions, which rely on the state’s 2-year colleges to uphold regional accreditation standards for faculty credentials.

In all cases and for all of its educational programs: Colleges must justify and document the qualifications of its faculty members and be prepared to defend employment decisions to the Chancellor (or the Chancellor’s designee) and to any of the college’s national, regional, and programmatic accreditors.

1. All faculty members hold the title of Instructor with rank designated by Roman numeral I, II, III, IV, or V (Distinguished Instructor). When assigning rank for initial employment, the college president will consider not only the individual’s credentials, market/workforce conditions, and the college’s needs, but also his/her documented ability to perform the job responsibilities at the assigned rank. Performance expectations for each rank are as follow:

 **INSTRUCTOR I**

The rank of Instructor I designates a person whose services are primarily teaching and teaching-related duties (instruction in face-to-face, online, hybrid, clinical, and/or laboratory settings, curriculum review and revision, assessment of student learning, course planning and evaluation, etc.). In addition, faculty members at this rank are responsible for student advising, student recruitment, community service, ongoing professional development, and institutional service.

 Performance expectations at this rank may include but are not limited to:

* Meets classes regularly and on time
* Uses a variety of teaching methods (such as lectures, discussion, demonstration, group work, flipped classroom, etc.) to address individual student needs
* Maintains and provides updated course syllabi
* Adheres to state, college, and departmental curriculum and program guidelines (that are in writing and have been approved through state and/or institutional processes)
* Utilizes a variety of assessment methods
* Provides timely feedback as defined by the department
* Maintains records (syllabi, tests, assignments, grades) for the specified period of time as defined by the institution’s written, approved policy
* Uses technology appropriate to the course
* Prepares and presents course curriculum in a manner that leads to student achievement of course outcomes
* Participates in implementation of the program’s unit strategic plan, assessment of student learning outcomes and evaluation of program outcomes
* Serves on departmental and college committees as needed
* Conducts oneself in a professional manner (which may include effective interpersonal skills, positive attitude, appropriate dress, etc. in compliance with college guidelines)
* Exhibits punctuality in completing duties and assignments
* Posts and maintains appropriate office hours

 **INSTRUCTOR II**

Instructor II rank designates a person who has a record of excellence in meeting all the requirements and performance elements specified for Instructor I. This rank expands the focus of the instructor to also include their department. Instructors at this rank have additional academic/workforce credentials/relevant professional development and/or a sustained record of teaching effectiveness and departmental/professional/community service.

Performance expectations at this rank include expectations from Instructor I and the following:

* Engages in development of the program’s unit strategic plan, assessment of student learning outcomes, and evaluation of program outcomes
* Utilizes assessment data to make informed decisions related to classroom instruction which is shared within the department
* Works with Departmental Advisory Board to determine the needs of businesses in local area, as appropriate
* Serves as a resource to departmental adjuncts
* Assumes leadership roles on departmental and college committees as needed
* Designs and implements innovative teaching methods to address the needs of students within the department
* Demonstrates effectiveness in quality student relations and in building a climate for enhancing student engagement
* Evaluates and makes textbook recommendations

 **INSTRUCTOR III**

 Instructor III rank designates a person who has a record of excellence in meeting all the requirements and performance elements specified for an Instructor II. This rank expands the focus of the instructor to include their division and/or institution. Instructors at this rank have additional advanced academic/workforce credentials/relevant professional development and/or a sustained record of teaching excellence and institutional/professional/community service. This rank assumes the instructor will have a strong track record of continuous personal improvement and will demonstrate leadership in assigned areas of responsibility

 Performance expectations at this rank include expectations from Instructor I, II, and the following:

* Designs, implements, and evaluates teaching methods to address the needs of students/departments at the college
* Develops initiatives designed to increase student engagement both in and outside the classroom
* Demonstrates strong leadership in development of the program’s unit strategic plan, assessment of student learning outcomes, and evaluation of program outcomes
* Recommends initiatives to promote student retention and success to completion
* Participates on System-level or statewide committees/task forces and/or professional associations
* Participates in professional/community activities that contribute to the goals of the college and its constituents

 **INSTRUCTOR IV**

The rank of Instructor IV designates a person who has a record of excellence in meeting all the requirements and performance elements for Instructor III. This rank expands the focus of the instructor to leadership within the institution in the overall achievement of the college mission. Instructors at this rank have a significant record of excellence in all areas of job performance: teaching excellence, institutional/professional/community service (local, state, regional). This instructor has a record of lifelong learning as evidenced by advanced academic credentials/workforce credentials/professional development that are relevant to the teaching area and enhance the learning environment for students. This rank is a recognition of quality and depth of performance and achievement rather than length of service.

 Performance expectations at this rank include expectations from Instructor I, II, III and the following:

* Proposes plans of action designed to solve identified problems within the institution
* Participates in the college’s institutional effectiveness and continuous improvement efforts in all instructional and service areas
* Translates new technologies and teaching innovations to other faculty
* Presents evidence of consistent professional/community involvement
* Mentors new faculty to ensure seamless integration into the college’s environment and culture
* Assumes leadership roles on System-level or statewide committees/task forces and or professional associations
* Maintains partnerships with local area industries to assist in arranging field experiences for students, as appropriate

**INSTRUCTOR V: DISTINGUISHED INSTRUCTOR**

Instructor V (Distinguished Instructor) rank designates a person who has national and/or international recognition in the teaching discipline or in higher education activities that has brought distinction to the Alabama Community College System and the college. Members of the faculty who have attained the rank of Instructor IV and have served at the college a minimum of seven years are eligible for consideration. Typically, this rank is only awarded to faculty with an earned doctorate from a regionally accredited institution.

If a college administration identifies a faculty member who 1) has national/international recognition and 2) has brought distinction to the Alabama Community College System and the college, the faculty member can be promoted to Distinguished Instructor by the President with the faculty member’s consent and approval of the ACCS Board of Trustees. This is the only rank which can be attained as a promotion without engaging in the process of 605.03.

Performance Expectations at this rank include but are not limited to:

* Collaborates with instructors, department chairs, and curriculum develop teams to design, develop, implement, and evaluate new teaching/learning strategies across all disciplines
* Conducts long-range planning as it relates to teaching/learning excellence and the use of instructional technologies
* Participates in faculty development and mentoring to advance knowledge and skills of faculty from multiple disciplines
* Provides innovative leadership, along with entrepreneurial efforts, to expand academic excellence, support new program development, and enhance public engagement
* Achieves national/international recognition for accomplishments in field or in higher education with extensive peer recognition for exemplary academic/instructional service and contributions to the educational arena
* Demonstrates outstanding professional leadership through election to high office in professional organizations/societies or honorary membership in such societies
* Advises senior leadership team on future trends, areas of concern, and strategic direction for the institution
1. Minimum degree requirements for an initial appointment must be met; however, rank assignment is based on a candidate’s comprehensive portfolio, college needs, and availability of funding. Therefore, meeting minimum requirements for an advanced rank does not guarantee initial placement in that rank. Salary Schedule D provides multiple levels for placement within each rank to allow flexibility in placement for recruitment of instructors from high demand fields/disciplines.

5. Step placement shall be based on a 1:1 ratio for in-field teaching as well as work-related experience in the discipline or related field (in-state and out-of-state).

1. Each college may determine the number of positions by rank based on program needs and availability of funding. However, no more than 25% of faculty in a program should be ranked at Instructor IV/Instructor V. Exceptions may be approved by the college president.
2. These credentialing requirements will be applied to faculty hired after the approval of Policy 605.02. Faculty hired prior to the approval of this policy will retain rank, step, and salary assigned under the previous faculty credential standards.

NOTE: Ensure that ACA, CTE1, CTE2 credentialing documents are placed on ACCS website with this procedure.

4/29/19