

Evaluation Instrument for Faculty Qualifications^{1,5}



Courses/Programs: Bachelor's Degree Programs

Qualification Checklist

I. Academic Credentials (Qualifying Factor)^{2,3,7}

Candidate must have one of the following qualifying factor:

- Relevant academic degree one level above or higher of the program in which they are teaching
- Unrelated master's or higher degree *and* a minimum of 18 graduate credit hours related to discipline in which they are to teach

☞ If the candidate does not qualify under Qualifying Factor I, Qualifying Factors II or III should be used.☞⁸

II. Education, Training and/or Tested Experience (Qualifying Factors)^{4,9,10}

Candidate has unrelated master's degree and one or more of the following qualifying factors:

- Relevant qualifying professional credentials*
- 60 or more months of professional experience**

III. Education, Training and Tested Experience (Qualifying factors)^{4,9,10}

Candidate does NOT have a Master's or higher degree, but has a related Bachelors of Science or Art Degree:

- Relevant qualifying professional credentials* and 60 or more months of professional experience** may be presented to the Vice President of Academic Affairs for consideration if deemed to be qualified by the designated search committee for the position.

Note: Candidate must satisfy either Qualifying Factor(s) I, II or III. Unique programmatic standards (e.g. accreditation) may require additional qualifications exceeding the defined criteria.

* Relevant qualifying professional credentials will be those generally recognized by the discipline in which the faculty member would be teaching.

** Professional experience should be a breadth and depth of experience outside the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.⁶

Description of candidate's qualifying factors:

Program Director and/or Dean recommendation:

Program

Name: Faculty Member

Date:

Program Director Signature

Date:

Dean Signature

Date:

VPAA Signature

1. “An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation.”
2. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
3. “...faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master’s degree or higher in a discipline 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 in which he or she is teaching.”
4. “Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences.”
5. Effective September 1, 2017. “When HLC’s Board of Trustees approved the revisions to Assumed Practice B.2. in June 2015, it also extended the date of compliance to September 1, 2017, to allow institutions time to work through the details of the requirement and to bring their faculty into compliance through individual professional development plans.”
6. “This experience should be tested experience in that it 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.”
7. Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor’s depth of subject matter knowledge and is easily identifiable.
8. Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it 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.
9. The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member’s experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline.
10. “Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences.”

All items sourced from: *Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices; Guidelines for Institutions and Peer Reviewers*; March 2016 © Higher Learning Commission