

Purdue University Fort Wayne
Tested Experience Policies

Chemistry Department
Tested Experience Minimum Qualifications
August 26, 2016
Approved by Chemistry Faculty (10 yes, 0 no)

The hiring of Limited Term Lecturers (LTL's) who possess knowledge of the proper equipment and techniques (including safety issues) in chemistry is critical to a chemistry program.

Selection of Qualified Faculty:

- A. LTL's should hold master's degrees or higher in chemistry whenever possible.
- B. If an LTL holds a master's degree or higher in a discipline other than chemistry, that faculty member should have completed a minimum of 18 graduate credit hours in chemistry.
- C. If a faculty member holds a master's degree or higher in a discipline other than chemistry but does not meet the selection criterion of B, that faculty member must meet the *Department Tested Experience Qualifications*.

The *Department Tested Experience Qualifications* consist of both breadth and depth of experience outside of the classroom in laboratory situations relevant to chemistry and should encompass those tools and techniques needed for the instruction of the assigned course(s). This tested experience document is applicable only to LTL's wishing to be the instructor of record for chemistry teaching laboratories at 100-level courses in the chemistry department. Knowledge of the tools and techniques must also include all relevant safety and waste issues required to be the instructor of record for a 100-level laboratory.

Tested Experience Minimum Qualifications:

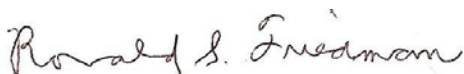
- At least ten years of experience working in a chemical laboratory in a postsecondary academic research, industrial or governmental setting.

Evaluation of Instructors against the minimum Qualifications:

- The Department Chair will evaluate each LTL against the minimum tested qualification.
 - They will ensure the LTL's work experience meets the minimum qualification.
 - They will ensure the LTL's mastery of equipment and techniques needed for the instruction of their assigned course(s).

This document aligns with "HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, March, 2016" and "IPFW Senate Document SD 15-15, Process for Determining Tested Experience in Hiring Faculty, 2/1/2016".

Sincerely,



Ronald S. Friedman
Chair, Department of Chemistry

IPFW Department of Communication

Criteria for Determining Qualified Faculty through “Tested Experience”

Senate Document SD 15-15 (approved February 8, 2016) requires that “departments utilizing tested experience in hiring qualified faculty develop clear standards, consistent with [Higher Learning Commission] HLC policy, for determining ‘a minimum threshold of experience and a system of evaluation which could include the skill sets, types of certifications or additional credentials, and experiences that would meet tested experience requirements for specific disciplines and programs’ (HLC Guidelines, Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices, October, 2015) and that these standards be applied consistently during the hiring process, and included in the faculty member’s documentation accompanying request to make an offer.”

Senate Document SD 15-15 further notes that “tested experience qualifications include (but are not limited to) actual tests (i.e., licensing exams, board exams, certifications, CPA, etc.), other public forms for “testing” (i.e., public recognition via exhibits, publications, patents, awards), and/or industry/discipline-specific tested experience (i.e., years of successful experience in the industry).”

The IPFW Department of Communication has set the following standards for determining tested experience for the purposes of hiring instructors in compliance with HLC Guidelines:

1. “Other public forms of ‘testing’”: The instructor may demonstrate public recognition via exhibits, publications, patents, and awards as evidence of successful experience in professional communication fields or professional experiences that use skills associated with content in specific courses.
2. “Industry or discipline-specific tested experience”: Instructors may demonstrate “tested experience” with at least five years of demonstrated successful experience in professional communication fields (e.g., journalism, media production, organizational or business communication), or with five years of demonstrated effective professional experiences that use (not just teach) the skills associated with content in specific courses taught in the Department of Communication.

System of evaluation of tested experience: When an individual with a master’s degree in a discipline outside of the field applies to teach in the department and seeks to prove “tested experience,” the person’s application materials will be reviewed by the Basic Course Director and the Chair of the department to determine if the applicant meets one or more of the criteria detailed above. If the Basic Course Director and the Chair of the department disagree about whether the applicant has met the criteria for tested

experience, a third faculty member will independently review the applicant's materials and render an opinion to break the tie.

These standards will be applied consistently during the hiring process and included in the faculty member's documentation accompanying request to make an offer.

Approved April 13, 2016.

**Tested Experience Criteria Document
Department of Computer Science**

“Draft, pending faculty approval in Fall, 2016”

The technology in the fields of Computer Science (CS) and Information Systems (IS) changes very rapidly. Properly keeping pace with these changes is demanding, but it is an important task to introduce cutting edge technology in classroom teaching. Full time CS/IS faculty commonly learn modern technology and information through scholarly activities and self-learning. Introducing hands-on experiences acquired from industry is essential to supplement full time faculty who have limited opportunity to be involved in business-oriented projects. The hiring of qualified Limited Term Lecturers (LTL’s) who possess real-world experiences is important to provide theoretically and practically balanced Computer Science and Information Systems programs.

Selection of Qualified Faculty:

- A. LTL’s should hold master’s degrees or higher in the discipline or subfield whenever possible.
- B. If an LTL 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.
- C. 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 meet the *department tested experience qualifications*.
- D. LTL’s with *tested experience* may substitute for an earned credential or portion thereof if they meet the *department tested experience qualifications*.

The *Department Tested Experience Qualifications* consist of both breadth and depth of experience outside of the classroom in real-world situations, or previous course instruction, relevant to the discipline and should encompass knowledge and hands-on experience of subjects needed for the instruction of the assigned course(s).

Tested Experience Minimum Qualifications:

- Five years of industrial experience either directly working with software systems, being involved in software development, or maintaining computer systems needed for the instruction of the assigned course(s).

Evaluation of Instructors against the minimum Qualifications:

- The Department Chair, along with the fulltime course coordinator, will evaluate each LTL against the minimum tested qualification.

- They will ensure that LTL's work experience, or previous instruction, meets the minimum qualification of the discipline or subfield.
- They will ensure the LTL's mastery of knowledge and technology needed for the instruction of their assigned course(s).

Documentation:

- The CS department will maintain records documenting faculty credentials as follows:
 - Academic Preparation: A copy of the transcript for the relevant degree used to document academic preparation.
 - Tested Experience: A curriculum vita describing the industry experiences and evidence attesting to the Tested Experience Minimum Qualifications specified above.

This document aligns with "HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, March, 2016" and "IPFW Senate Document SD 15-15, Process for Determining Tested Experience in Hiring Faculty, 2/1/2016".

Department of Communication Sciences and Disorders
Faculty Qualifications Policy

Faculty Qualifications for Teaching Undergraduate Courses

All faculty who teach undergraduate courses must meet one of the following criteria:

- A. Hold a master's degree or higher in a discipline or subfield relevant to the content of the courses he or she is teaching.
- B. Hold a master's degree or higher in a discipline or subfield other than that in which he or she is teaching in addition to completion of a minimum of 18 graduate credit hours in the discipline or subfield in which he or she teaches.
- C. Meet the tested experience requirements verifying experience in real-world situations relevant to the discipline he or she teaches
 - a. Instructors teaching courses in American Sign Language must meet all of the following:
 - i. Hold a bachelor's degree or higher in any discipline or subfield
 - ii. Hold current certification as an American Sign Language interpreter that is recognized by the Registry of Interpreters for the Deaf
 - iii. Have at least three years of personal (e.g., living in a Deaf community) or professional (e.g., American Sign Language interpreting, teaching children who are deaf or hard of hearing) experience engaged in the Deaf culture

Evaluation of Faculty Qualifications for Teaching Undergraduate Courses

Each of the criteria listed above will be evaluated in the following way:

- A. *Master's degree or higher in the discipline:* Faculty will provide an official copy of his or her university transcripts.
- B. *Master's degree or higher outside the discipline plus 18 graduate credit hours in the discipline:* Faculty will provide an official copy of his or her university transcripts.
- C. Tested experience requirements:
 - a. Instructors teaching courses in American Sign Language will be evaluated on all of the following:
 - i. *Bachelor's degree or higher in any discipline or subfield:* Faculty will provide an official copy of his or her university transcripts.
 - ii. *Certification as an American Sign Language interpreter:* Faculty will provide a copy of his or her current interpreter certification document. Departmental staff will verify certification by contacting the Registry of Interpreters for the Deaf or via the online registry of certified interpreters.
 - iii. *Three years of experience engaged in the Deaf culture:* As part of the hiring process, the candidate will provide a curriculum vitae and cover letter that include his or her experiences in the Deaf culture. Professional experiences such as prior interpreting or teaching will be verified via references. References must describe the type of employment such that the extent and quality of interactions with the Deaf or Hard of Hearing community can be determined. These prior experiences will be reviewed by the Department Chair and at least one other faculty member.



June 27, 2016

Tenure-track, Tenured, and Clinical Track Faculty, and part-time Limited Term Lecturers (LTL's) in the Department of Dental Education (CDA Program) are hired for not only their education and experience in dentistry, but also their national dental credentials.

In compliance with the March, 2016 *HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice* and the *IPFW Senate Document SD 15-15, Process for Determining Tested Experience in Hiring Faculty*.

The Department Faculty Must Meet One of the Following Criteria:

- 1) Full-time and part-time faculty should hold a master's degree or higher in the discipline they teach, whenever possible
- 2) If a faculty member holds a master's degree or higher in a discipline other than what they are teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which they teach
- 3) Full-time and part-time faculty with current *tested experience* may substitute an earned national dental credential if they meet the department's tested experience qualifications

Tested Experience Minimum Qualifications:

- **A current CDA credential, issued by the Dental Assisting National Board (DANB)**

For example, a clinical-track faculty member or LTL who was hired to teach in the CDA Dental Program has earned a master's degree in Organizational, Leadership, and Supervision. The faculty member must continue to maintain a current CDA national credential to teach in the Department of Dental Education.

Evaluation of faculty will be conducted by the Program Director annually to verify the faculty have maintained their national CDA credential.

Sincerely,

Connie Kracher, PhD, MSD
Director, CDA Program

March 7, 2016

Tjs

Department of Educational Studies

Policy on "Tested Experience"

This policy is for Limited Term Lectures (LTLs) who are teaching a course for the department in an area that is outside of the specific scope of their MS or Ph.D.

1. If a Limited Term Lecturer (LTL) has a MS or Ph.D. in a related field, but not the specific one being taught, her/his transcript will be examined, looking for courses in the area being taught. If the person has 18 credits in the area being taught, then they are considered qualified to teach the course.
2. If the LTL does not have 18-credits in the specific content areas, she/he will need to provide evidence of a minimum of 5 years of experience working and/or teaching in that area.

Faculty Qualifications Policy
Richard T. Doermer School of Business
Indiana University-Purdue University Fort Wayne

I. Preliminary Policy Matters and Tenets of Faculty Qualifications

- A. The Richard T. Doermer School of Business (DSB) shall have a single standard to determine whether faculty are qualified to teach in programs accredited in the Association to Advance Collegiate Schools of Business (AACSB) International. Consistency is desired between the qualification expectations set forth in this document and the campus and school missions including its core values.
- B. Through the auspices of the Dean's Office, the DSB will convene a meeting of the AACSB Continuous Improvement Committee (ACIC) for the purposes of reviewing, updating, and improving upon this policy periodically, at least once every three years. The Dean, or his/her designee, will report the results of the actions of this review with recommendations to the voting faculty of the School.
- C. DSB Faculty Qualifications policy must be consonant with the framework of AACSB Standard 15.
- D. The DSB standards must also be consonant with the stated missions and core values of IPFW and DSB.
- E. The qualification standards for teaching in the graduate program shall be higher than the standards for teaching exclusively in the undergraduate program.
- F. The qualification standards should be measured annually, using a rolling five-year evaluation period.
- G. The burden of proof that a faculty member is qualified shall fall upon the faculty member to assemble a dossier with appropriate supporting evidence.
- H. The Faculty Qualifications policy of the DSB should be reviewed, its effectiveness assessed, and changes made as needed, on a regular basis.
- I. In accordance with AACSB Standard 15, DSB faculty can be qualified as: Scholarly Academic (SA), Instructional Practitioner (IP), Scholarly Practitioner (SP) or Practice Academic (PA), or Other (O).

II. Qualifications of Scholarly Academics (SA)

As stated in AACSB Standard 15, "Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities." Criteria for SA are listed below.

- A. To be qualified to teach in *undergraduate programs* as SA, DSB faculty members must (1) hold the appropriate academic terminal degree for their teaching field (i.e., Ph.D., D.B.A., J.D.), from a recognized university¹ and (2) have engaged in five Academic Engagement Activities (AEAs)

¹ A "recognized university" is defined as one which offers research-oriented terminal degrees and is not offered in a completely online format with no residency.

over a five year period. At least two of the AEA's must be peer-reviewed journal articles related to the faculty member's discipline. The remaining AEA's may be either journal articles or other AEA's². Each peer-reviewed journal article beyond the minimum requirement of two is equivalent to two AEA's. A scholarly book is equivalent to three AEA's.

- B. To be qualified to teach in *graduate programs* as SA, DSB faculty members must meet all the criteria in II.A. with the following exception: faculty members must have engaged in seven AEA's over a five year period, at least two of which must be peer-reviewed journal articles related to the faculty member's discipline.³ A scholarly book is equivalent to three AEA's.
- C. Administrators and faculty members who served as administrators shall have SA status granted to them for a grace period of three years as long as (1) they earned an appropriate terminal degree, (2) they are currently serving as administrators or they served as administrators for at least three of the last five years prior to the review dates, (3) they engaged in at least three AEA's (one of which must be a peer-reviewed journal article) in the last five years, and (4) they have an active research agenda in place that meets the approval of the ACIC.
- D. Per AACSB Standard 15, "SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates." In addition, faculty members who are completing their doctorate will be considered SA for a period of three years after passing their last comprehensive exam.

III. Qualifications of Practice Academics (PA)

According to AACSB Standard 15, "Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member." Requirements for PA are listed below.

- A. Must hold the appropriate academic terminal degree for their teaching field (i.e., Ph.D., D.B.A., J.D.), from a recognized university⁴.
- B. To be qualified to teach in *undergraduate programs*, DSB faculty must have engaged in six different professional engagement activities (significant in terms of time and substance) from the list below linked to faculty member's discipline over a five year period. To be qualified to teach in *graduate programs*, DSB faculty must have engaged in seven different professional engagement activities (significant in terms of time and substance) from the list below linked to faculty member's discipline over a five year period.
 - 1. Consulting activities that are material in terms of time and substance;
 - 2. Faculty internships;
 - 3. Development and presentation of executive education program;

² Other academic engagement activities include, but are not limited to, peer-reviewed conference proceedings and/or presentations, book chapters, textbooks, grant projects, etc.

³ Upon approval by the ACIC, a faculty member may substitute up to two out of seven required AEA's with professional engagement activities.

⁴ A "recognized university" is defined as one which offers research-oriented terminal degrees and is not offered in a completely online format with no residency.

4. Sustained professional work related to the area of faculty member's discipline;
5. Significant participation in business professional associations and societies;
6. Relevant, active service on boards of directors;
7. Documented continuing professional education experiences;
8. Documented professional certifications in the area of teaching;
9. Active participation in professional events that focus on the practice of business, management, and related issues;
10. Active participation in other activities that place faculty in direct contact with business and other organizational leaders;
11. A publication in a trade/professional journal;
12. Frequent media interviews related to the area of faculty member's discipline.
13. Other professional engagement activities approved by the ACIC for the purposes of satisfying PA requirements.

IV. Qualifications of Scholarly Practitioners (SP)

AACSB Standard 15 states, "Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching."

A. Requirements for initial SP status

1. Academic preparation: an earned master's or higher degree in field related to teaching assignments and
2. Professional experience: a significant duration and level of professional experience related to teaching assignment, current at the time of hiring, as well as subsequent activities to maintain professional qualifications.

B. Criteria for Currency of SP status

1. To be qualified to teach in *undergraduate programs*, DSB faculty members must have participated in six academic or professional engagement activities over a five year period. At least three of the six engagement activities must be AEA's, and at least one AEA must be a peer-reviewed journal article or a book related to the faculty member's discipline. The remaining engagement activities may be either AEA's or professional engagement activities. Each journal article beyond the minimum requirement of one is equivalent to two AEA's. A scholarly book is equivalent to three AEA's.
2. To be qualified to teach in *graduate programs*, DSB faculty members must have participated in seven academic or professional engagement activities over a five year period. At least four of the seven engagement activities must be AEA's, and at least one AEA must be a peer-reviewed journal article or a book related to the faculty member's discipline. The remaining engagement activities may be either AEA's or professional engagement activities. Each journal article beyond the minimum requirement of one is equivalent to two AEA's. A scholarly book is equivalent to three AEA's.

V. Qualifications of Instructional Practitioners (IP)

According to AACSB Standard 15, “Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.”

A. Requirements for initial IP status

1. Academic preparation: an earned master’s or higher degree in field related to teaching assignments *and*
2. Professional experience: a significant duration and level of professional experience related to teaching assignment, current at the time of hiring, as well as subsequent activities to maintain professional qualifications.

B. Criteria for Currency of IP status

To maintain currency in the area of their teaching responsibility, IP faculty members must participate in the following qualifying Professional Engagement Activities (PEA) over a rolling five year period:

1. Work experience at a significant level of responsibility (or at an appropriate level of those solely teaching lower level course) in a relevant area of teaching responsibilities; or
2. Participating in at least four (for faculty teaching undergraduate courses)/five (for faculty teaching graduate courses) PEA *related* to their teaching area. Examples of these activities include, but are not limited to the following:
 - a. Personal involvement in a role of significance in a business enterprise or a not-for-profit organization;
 - b. Serving as a member of a board of directors of an organization where the faculty’s professional experience is relevant;
 - c. Engaging in consulting activities with business at a level of substance, significance, and duration;
 - d. Obtaining new or maintaining current professional certifications, attending professional development workshops, or completing continuing education courses;
 - e. Designing and publishing instructional materials and curriculum for, or teaching in executive/continuing education or equivalent programs;
 - f. Taking additional university coursework in the discipline that is beyond current knowledge or attending faculty development programs;
 - g. Presenting papers at academic or professional meetings, workshops, conferences or seminars;
 - h. Creating and/or delivering executive business seminars that are fully subscribed;
 - i. Publishing intellectual contributions such as articles, technical reports, or case studies in professional or trade journals; book or a chapter in a book (textbooks, professional/practice/trade, and/or scholarly); a paper in conference proceedings; an article in peer reviewed journals; or creating software;
 - j. Serving in leadership roles in professional or academic organizations or as editors of appropriate journals, magazines, newspapers, proceedings, and conferences;
 - k. Participating in faculty internship.

1. Other professional engagement activities approved by the ACIC for the purposes of satisfying IP requirements.

VI. Other (O)

A faculty member who does not meet one of the above four qualifications shall be designated as “Other” (O).

VII. Process of Determining Faculty Qualifications

1. Each department will develop and maintain either a list of quality peer-reviewed journals or criteria used to assess the quality of peer-reviewed journals in its assigned discipline(s) for the purposes of satisfying SA or SP requirements. The list and the criteria need approval of the ACIC. “Predatory journals” and self-publications cannot be used to satisfy peer-reviewed journal publication requirements. The ACIC, in consultation with the Department Chairs and the Dean (or their designees), will apply the criteria to determine the quality of peer-reviewed journal.
2. The Dean or his/her designee shall annually call a meeting of the ACIC during the Spring semester, upon receipt of the annual reports of the faculty, including the furnishing of evidence of faculty qualification. It is the responsibility of a faculty member to provide evidence that substantiates his or her qualification claims to the Department Chair.
3. The ACIC, with input from the Department Chairs and the Dean (or their designees), shall review the qualifications of each faculty member and determine whether each faculty member is Scholarly Academic, Scholarly Practitioner, Practice Academic, Instructional Practitioner, or Other.
4. Each faculty member shall be informed of their status, and any academic or professional development activities determined to be beneficial for the faculty member in maintaining or reestablishing their qualifications which shall be corrective rather than punitive.
5. Any tenured faculty member who fails to qualify as Scholarly Academic, Scholarly Practitioner, Practice Academic or Instructional Practitioner shall, together with the Department Chair and with input from the Dean's office, create a plan that results in the reinstatement of relevant qualifications within the next three years. For an untenured faculty member, failure to qualify as Scholarly Academic, Scholarly Practitioner, Practice Academic or Instructional Practitioner may result in a decision of non-reappointment.
6. By default, tenured and tenure-track faculty are expected to maintain currency in the area of their teaching responsibilities as SA. Transitions from one qualification category to another should be approved by the faculty member's department chair, the ACIC and the Dean.

VIII. Participating and Supporting Faculty

A Participating Faculty member (PF) in the Doermer School of Business engages in the activities of the college and university in matters beyond direct teaching responsibilities. These responsibilities may include, but are not limited to: department meetings; curriculum development; college or university

faculty meetings; department, college, or university committee and service activity; alumni activity; fundraising activity; student placement and advising (academic and/or career advising); involvement in research activities within the department or college; and other similar responsibilities.

Faculty members not meeting the definition of participating are designated as Supporting Faculty (SF). Supporting faculty members must still meet one of the Faculty Qualification categories (SA/PA/SP/IP/O) outlined above.



March 14, 2016

The hiring of experienced Limited Term Lecturers (LTL's) who possess knowledge of the proper tools and techniques of industry is critical to an Engineering Technology (ET) program. It is important to remember that there are differences between an Engineering and an Engineering Technology program. Engineers use theory and advanced mathematics to solve problems. Engineering technologists and technicians use a practical, hands-on approach to problem solving. While topics of core classes in both programs seem similar, engineering technology classes will emphasize the application of engineering techniques and tools. Many of these tools and techniques are very specialized and can limit the pool of individuals qualified to teach in such technology-rich programs.

Selection of Qualified Faculty:

- A. LTL's should hold master's degrees or higher in the discipline or subfield whenever possible.
- B. If an LTL 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.
- C. 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 meet the *department tested experience qualifications*.
- D. LTL's with *tested experience* may substitute for an earned credential or portion thereof if they meet the *department tested experience qualifications*.

The *Department Tested Experience Qualifications* consist of both breadth and depth of experience outside of the classroom in real-world situations, or previous course instruction, relevant to the discipline and should encompass those tools and techniques needed for the instruction of the assigned course(s).

Tested Experience Minimum Qualifications:

- Five years Industrial Experience directly working with tools and techniques needed for the instruction of the assigned course(s).

Evaluation of Instructors against the minimum Qualifications:

- The Department Chair, along with the fulltime course coordinator, will evaluate each LTL against the minimum tested qualification.
 - They will ensure that LTL's work experience, or previous instruction, meets the minimum qualification of the discipline or subfield.
 - They will ensure the LTL's mastery of tools and techniques needed for the instruction of their assigned course(s).

This document aligns with "HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, March, 2016" and "IPFW Senate Document SD 15-15, Process for Determining Tested Experience in Hiring Faculty, 2/1/2016".

Sincerely,

Gary D. Steffen
Chair, Computer, Electrical, and Information Technology
Chair, Manufacturing and Construction Engineering Technology

(Approved: August 30, 2016.)

Faculty Qualifications for LTL and Dual Credit Instructors in Fine Arts

Rationale:

The Department of Fine Arts is committed to hiring qualified Limited Term Lecturers (LTL's) and Dual Credit Instructors who possess the knowledge and the proper credentials relevant to our discipline.

Credentials:

Faculty in this department are credentialed based on one of two criteria: academic preparation and tested experience, as defined by our regional accreditor, the Higher Learning Commission.

Academic Preparation:

Faculty credentialed to teach undergraduate courses in this department based upon their academic preparation should possess a Master's Degree in a relevant discipline, including, but not limited to Drawing, Painting, Printmaking, Ceramics, Sculpture, Metalsmithing, Art Education, Art History, and Art Appreciation. Individuals with a Master's Degree in a different discipline and have at least 18 graduate-level credits in the discipline also qualify.

Tested Experience:

Faculty credentialed to teach undergraduate courses in this department based on tested experience should have at least five years of experience working in one of the relevant studio disciplines listed above. Critical to their working for our department, is the quality of their own creative works and skill sets, which should be documented through multiple measures, including:

- Exhibitions:
Adjudicated exhibitions local, regional, national, and international level.
- Awards:
Any award related to the above.
- Workshops:
Experience in the relevant discipline at nationally recognized workshops.
- Commissions:
Public and Private in the proper discipline.
- Peer-reviewed Presentations:
At national and regional conferences.
- Publications:
Relevant to their respected discipline.
- Letters:
Testimonials from clients, customers, and employees, describing and attesting to the quality of the individual's skill sets and years of field experience.
- Terminal Degree:
In pursuit of a degree.

Documentation and Evaluation of Instructors:

The department will maintain records documenting faculty credentials as follows:

- Academic Preparation: A copy of the transcript for the relevant degree used to document academic preparation.
- Tested Experience: A letter from the department chair, as well as other support letters describing the work history and evidence attesting to the quality of the faculty member's skill sets at the time of hire.

Tested Experience Policy for Dual-Credit Teachers in Geosciences

Dual-level instructors are generally expected to have completed a masters degree in geology or a closely related field; or have completed 18 graduate-level credits in earth science and earned a masters degree in another education or science-related field.

Dual-level instructors may also demonstrate their competence to teach geology courses if they have completed a masters degree and been certified as a Professional Geologist.

IPFW Department of History

16 April 2018

Criteria for Determining Qualified Faculty through “Tested Experience”

Senate Document SD 15-15 (approved February 8, 2016) requires that “departments utilizing tested experience in hiring qualified faculty develop clear standards, consistent with [Higher Learning Commission] HLC policy, for determining ‘a minimum threshold of experience and a system of evaluation which could include the skill sets, types of certifications or additional credentials, and experiences that would meet tested experience requirements for specific disciplines and programs’ (HLC Guidelines, Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices, October, 2015) and that these standards be applied consistently during the hiring process, and included in the faculty member’s documentation accompanying request to make an offer.”

Senate Document SD 15-15 further notes that “tested experience qualifications include (but are not limited to) actual tests (i.e., licensing exams, board exams, certifications, CPA, etc.), other public forms for “testing” (i.e., public recognition via exhibits, publications, patents, awards), and/or industry/discipline-specific tested experience (i.e., years of successful experience in the industry).”

The IPFW Department of History has set the following standards for determining tested experience for the purposes of hiring instructors in compliance with HLC Guidelines:

1. “Other public forms of ‘testing’”: The instructor may demonstrate public recognition via invited talks, workshops, or public (community, organizations, associations) presentations about historical topics.
2. “Industry or discipline-specific tested experience”: Instructors may demonstrate “tested experience” with at least five years of demonstrated successful experience in a History related field: archival research, developing archival collections, museum curator or director, consultant for historical re-enactments or rebuilding.

System of evaluation of tested experience: When an individual seeks to prove “tested experience,” the person’s application materials will be reviewed by the Chair of the department to determine if the applicant meets one or more of the criteria detailed above. The Chair may consult with other faculty members with expertise relevant to the applicant.

This document was approved by a departmental committee consisting of Deborah Bauer, Chris Erickson, Suzanne Lavere, Ann Livschiz, Jeff Malanson, and David Schuster.

IPFW Department of History

Criteria for Determining Qualified Faculty through “Tested Experience”

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Senate Document SD 15-15 further notes that “tested experience qualifications include (but are not limited to) actual tests (i.e., licensing exams, board exams, certifications, CPA, etc.), other public forms for “testing” (i.e., public recognition via exhibits, publications, patents, awards), and/or industry/discipline-specific tested experience (i.e., years of successful experience in the industry).”

The IPFW Department of History has set the following standards for determining tested experience for the purposes of hiring instructors in compliance with HLC Guidelines:

1. “Other public forms of ‘testing’”: The instructor may demonstrate public recognition via invited talks, workshops, or public (community, organizations, associations) presentations about historical topics.
2. “Industry or discipline-specific tested experience”: Instructors may demonstrate “tested experience” with at least five years of demonstrated successful experience in a History related field: archival research, developing archival collections, museum curator or director, consultant for historical re-enactments or rebuilding.

System of evaluation of tested experience: When an individual seeks to prove “tested experience,” the person’s application materials will be reviewed by the Chair of the department to determine if the applicant meets one or more of the criteria detailed above. The Chair may consult with other faculty members with expertise relevant to the applicant.

These standards will be applied consistently during the hiring process and included in the faculty member’s documentation accompanying request to make an offer.

Approved ????

IPFW
College of Health & Human Sciences
Department of Hospitality & Tourism Management

Tested Experience Policy & Procedure

In compliance with the Higher Learning Commission's guidelines for Determining Qualified Faculty the department of Hospitality & Tourism Management will use the following policy and procedures to determine "Tested Experience".

The department of Hospitality and Tourism Management (HTM) offers programs and courses that are, by definition, professionally focused covering a wide range of disciplines and topics pertinent to the discipline. Examples include studies that introduce students to the complex world of food production and distribution, sustainable tourism development, cutting edge disciplines in electronic distribution and specific areas such a club management. While generic business qualifications prepare faculty in some cases more often the quality of the education offered depends on the faculty's currency, professional qualifications and membership with professional organizations.

Policy

The HTM policy is designed to attract and retain faculty who can demonstrate they are appropriately qualified when not holding a relevant graduate degree.

Candidates who do not hold a graduate degree in the area of teaching they are assigned will be required to provide the following evidence:

- Bachelor Degree from a regionally accredited higher education institution or equivalent for international faculty in a field directly related to their assigned teaching.
- Demonstrated professional experience of at least 5 years in position(s) of responsibility
- Current membership of a recognized professional body.
- Professional qualifications delivered by a recognized professional body. The following lists minimum qualifications that apply to specific areas of teaching, other areas and professional qualifications may be considered on a case by case basis following the principle that the candidate may provide evidence that the professional organization legitimately represents the profession and that the certification offers a rigorous quality assurance that attests to an individual's managerial level of understanding/skills/accomplishment in the field.
 - Culinary courses:
 - USA: ACF Certified Culinary Educator or Certified Executive Chef
 - Switzerland: Diplôme Fédéral or Diplôme ES (culinary arts)
 - France: BTS Restauration
 - Club Management:
 - USA: CMAA Certified Club Managers
 - Hotel Management:

- USA: AH&LA EI, Certified Hotel Administrator or Certified Hospitality Educator
- Switzerland: SHA Hotel Management Diploma
- France: BTS Hôtellerie Restauration
- Revenue Management
 - STR: Certification in Hotel Industry Analytics
- **Nutrition**
 - **Registered Dietitian (RD) OR Registered Dietitian Nutritionist (RDN) AND active member of The Academy of Nutrition and Dietetics**
- **Professional Development – Professional Image Development**
 - **Image Consulting Business Certification from Stoltz Image Institute, Fort Worth, TX AND member of Association of Image Consultants International (AICI)**
- Demonstrated teaching experience 1 year (may be substituted by development plan)
- Two professional references specifically endorsing the candidates experience and knowledge in the field they are destined to teach (references must refer to recent activity in the field or significant accomplishment(s) pertinent to the area the candidate intends to teach)

Procedure

A candidate is chosen in accordance with IPFW hiring procedures pertaining to their intended employment contract.

A list of required documents is provided by the department secretary to the candidate corresponding to the contract level in compliance with IPFW policies and HTM “Tested Experience” policy.

Candidate submits complete “Tested Experience” dossier to the department secretary in addition to other required documentation required by the university pertaining to their employment status. The dossier should meet the above mentioned policy requirements and include:

1. Transcripts of highest level of formal education
2. Curriculum Vitae that details professional experience
3. Proof of current membership of a professional organization relevant to the area of teaching
4. Professional qualification/certification
5. Evidence of teaching experience preferably accompanied by peer and students evaluations.
6. Professional references

Candidates dossier is reviewed by the department chair and one full time member of faculty who make final decision. The underpinning principles governing the decision is to assure academic quality and compliance with HLC guidelines.

Voted by HTM faculty: August 23rd 2016

Policy on Faculty Teaching Qualifications - International Language and Culture Studies

Faculty Qualifications

1.1 **Rationale.** The Department of International Language and Culture Studies aims to maintain a diverse group of faculty with both theoretical and practical experience in the teaching of the international languages we offer.

1.2 **Credentials.** Faculty in ILCS are credentialed based on one of three criteria: knowledge of the target language, academic preparation, and tested experience, as defined by our regional accreditor, the Higher Learning Commission.

1.2.1 **Academic Preparation.** Faculty credentialed to teach undergraduate courses in this department based upon their academic preparation should possess a Master's Degree or above in a relevant discipline, which may include, among others, Arabic, French, German, Japanese or Spanish. Individuals with a Master's Degree or above in a different discipline who have at least 18 graduate-level credits in the discipline also qualify.

1.2.2 **Tested Experience.** Faculty might have a Master's degree in another discipline and might not have 18 credit hours in the discipline they teach. In that case, faculty credentialed to teach undergraduate courses in this department may qualified based upon tested experience. These faculty members should have at least one year of experience working in one of the relevant disciplines or should demonstrate pedagogical knowledge. The primary factor in testing such experience is the relevance of their work history to the courses they teach, and the quality of their skill sets, which should be documented through multiple measures, including:

1.2.2.1 Transition to Teaching/Pedagogical Certificate or other certificates, such as OPI (Oral Proficiency Interview) and/or WPT (Written Proficiency Test), both offered by ACTFL (American Council of the Teaching of Foreign Languages) and/or other institutions internationally recognized to certify the proficiency of the candidate in the target language.

1.2.2.2 Appropriate letters of reference and direct conversation with previous reliable employers and supervisors of the candidate.

1.3 **Documentation.** The department will maintain records documenting faculty credentials as follows:

1.3.1 **Academic Preparation.** A copy of the transcript for the relevant degree used to document academic preparation.

1.3.2 **Tested Experience.**

- Official certificate of Transition to Teaching/Pedagogical Certificate, official certificate of OPI and WPT by ACTFL or other internationally recognized certificates.
- Portfolio of work showing teaching effectiveness
- Appropriate letters of reference.

Commented [1]: I find this sentence a bit confusing. I think we might want to say the following?: "Individuals with a Master's degree or above in a relevant discipline also qualify."

Commented [2]: I would change it to:

Individuals with a Master's Degree or above in a different discipline WHO HAVE at least 18 graduate-level credits in the discipline also qualify.

Commented [3]: This is Suin.

Commented [MD4]: HLC does NOT accept teaching experience as "tested experience" – I would suggest removing any allusion to pedagogical knowledge or teaching/pedagogical certificates

- A letter from the department chair, describing the work history and evidence attesting to the quality of the faculty member's skill sets at the time of hire.

IPFW Music Department
Tested Experience Standards for Employment
(Higher Learning Commission Assumed Practice B.2)
April, 2016

Professional Performer

Applied Instruction/Literature and Pedagogy/Studio Classes/Ensembles

Testing Method: Appointment to Philharmonic via audition process or a minimum of three years professional experience in church music or jazz combo performances/interview and audition process with IPFW Music Department

Board Certified Clinical Practitioner

(Music Therapy Board Certification/2 Years Clinical Experience)

Intro to Music Therapy Courses/Practicum Supervision

Testing Method: Board Certification/Recommendations from clients/supervisors
Interview Process with IPFW Music Department

Music Industry Expert

(Minimum of three years experience in Recording Technology Industry)

Courses in BS Music and an Outside Field Concentration Courses

Testing Method: Recommendations from industry executives/interview process with IPFW Music Department

K-12 Experienced Music Teacher

(Minimum of three years teaching music in K-12 school classrooms)

Introductory Music Education Courses, Instrument Tech Courses/Marching Band Techniques

Testing Method: Recommendations from school administrators/interview process with IPFW Music Department

Professional Studio Teacher

(Minimum of three years experience teaching studio lessons and/or studio classes)

Class piano, Applied Lessons, Instrument Tech courses

Testing Method: Recommendations from school administrators and recognized teachers/interview and audition with the IPFW Music Department

IPFW DEPARTMENT OF NURSING TESTED EXPERIENCE POLICY FOR CLINICAL TEACHING ONLY

LTL's hired into nursing positions are required to hold a Master of Science with Major in Nursing.

However, LTLs who do not hold graduate degrees in nursing may possess expertise and experience in areas pertinent to nursing and healthcare and enhance nursing student learning in specific **clinical** courses. They may qualify to be LTLs within the Department of Nursing if they meet certain *tested experience* criteria.

The following *tested experience* qualifications apply to LTLs within the Department of Nursing who do not hold a master's degree within the discipline of nursing:

Tested Experience Criteria:

- Industry/Disciplinary specific tested experience for nurses includes a minimum of three (3) years of full time or equivalent nursing practice and requisite experience or certification to qualify as a specialist within the discipline of nursing.

Tested experience criteria for LTLs who do not hold graduate preparation in nursing are applied consistently to all newly hired LTLs and are documented in their personnel file at the time of hire.

Nursing Policy, Approval by DPC and Full Faculty Department, Pending approval early fall 2016

Organizational Leadership HLC Tested Experience Policy

Rationale:

The mission of Organizational Leadership is to “integrate theory and practical application in developing leaders for roles in the dynamic organizational environment of the 21st century.” In service to that mission, both our graduate and undergraduate curricula are designed to prepare students to use what they are learning on the job, so for us, work experience is not only valued in LTL’s, but a necessity. These areas of applied expertise are specialized and as a result, the pool of available instructors is limited. This document will address both graduate and undergraduate experience qualifications.

Selection of Qualified Faculty:

The minimum degree requirement for LTL’s at the undergraduate or graduate level is a master’s degree in the field.

- Leadership is a multidisciplinary field, so the range of potentially relevant degrees is wider than in many other disciplines. Potential subject areas might include, but are not limited to: organizational behavior, business, management, higher education, adult education, psychology, human resources, law, technology, leadership, organizational development, public administration, strategy, sociology, communication.
- The leadership master’s degree program is designed primarily to prepare graduates for the workplace, rather than advanced graduate study. Therefore, a master’s degree in the field combined with the appropriate level of tested work experience evidenced by demonstrated leadership skills and professional accomplishment is appropriate qualification to teach master’s level courses.
- If the faculty member holds a master’s degree or higher in a discipline that is clearly outside the multidisciplinary range, s/he should meet the tested experience qualifications appropriate for that level of instruction.

Tested Experience Minimum Qualifications:

- Undergraduate Level: Evidence of solid experience and expertise.

Three years work experience in the field that includes practical application of the course content as well as demonstrated leadership skills and professional accomplishment in the content area(s) of the teaching assignment.

- Graduate Level: Evidence of substantial and sustained experience and expertise.

Five years work experience in the field that includes practical application of the course content and demonstrated leadership skills and professional accomplishment in the content area(s) assigned to teach.

- Faculty may also demonstrate tested experience via additional credentials such as well-regarded certifications (e.g., SPHR, PMP).

Minimum Qualification Evaluation of Instructors

The department chair, along with the full time course coordinator (if undergraduate level) or the department graduate director (if graduate level) will evaluate faculty credentials against the department tested experience qualifications.

- The department will review academic and professional credentials and work experience in the context of course(s) proposed to teach. The review will examine the professional duties and accomplishments of the applicants as they relate to the qualifications required by course level and content.

Higher Learning Commission Tested Experience Policy
for the Department of Public Policy

(Applies only to teaching applicants who do not have a Ph.D.; J.D.; a master's degree in the relevant field; or a master's degree with 18 graduate credits in the relevant field):

The minimum qualifications required in the Department of Public Policy for limited term lecturers is a bachelor's degree in the relevant field and at least ten years of practitioner's experience in upper management at the local, state, or national levels of government. Candidates will also be expected to present evidence of applicable skill sets, types of certifications, and/or credentials that will ensure a sufficient substantive background in order to teach in the Bachelor of Science in Public Affairs program at IPFW.

June 22, 2016

Documentation for qualifying faculty in Theatre and Dance

In order to teach introductory-level Theatre and Dance courses at IPFW for the Department of Theatre, the candidate should have one of the following bundles of education and experience:

Option 1=Education only—a Master's Degree (either MFA or MA) in the field of either Dance or Theatre or related performing arts field, depending on the position in question, or 18 graduate-level credits in either Dance or Theatre. (If the candidate does not meet these requirements, s/he must have a plan in place for continuation of education, in order to meet requirements.)

Option 2=Combination of education and experience—a Bachelor's Degree in the field (either BA or BFA) plus at least 18 credits in the field combined with significant professional experience in the field for 5 years or more

Option 3=Experience only—a Bachelor's degree in the field (either BA or BFA) plus ten or more years of professional experience

[\(Draft-awaiting faculty approval\)](#)

2.8 Faculty Qualifications

2.8.1 **Rationale.** The Department of Visual Communication and Design aims to maintain a diverse group of faculty with both theoretical and practical experience in the design disciplines.

2.8.2 **Credentials.** Faculty in this department are credentialed based on one of two criteria: academic preparation and tested experience, as defined by our regional accreditor, the Higher Learning Commission.

2.8.2.1 **Academic Preparation.** Faculty credentialed to teach undergraduate courses in this department based upon their academic preparation should possess a Master's Degree or above in a relevant design discipline, including, but not limited to, Graphic Design, Modeling, Animation, Game Design, Industrial Design, Interior Design, Photography, Digital Imaging, Video, Intermedia, Book Arts, Drawing, and the History of Art and Design. Individuals with a [Master's Degree](#) in a [different](#) discipline and have at least 18 graduate-level credits in the discipline also qualify.

2.8.2.2 **Tested Experience.** Faculty credentialed to teach undergraduate courses in this department based upon tested experience should have at least five years of experience working in one of the relevant design disciplines listed above. The primary factor in testing such experience is the relevance of their work history to the courses they teach, and the quality of their skill sets, which should be documented through multiple measures, including:

2.8.2.2.1 Certificates, such as EDAC (Evidence Based Design Accreditation and Certification), NICDQ (National Council for Interior Design Qualification)

2.8.2.2.2 Awards, such as those given by the AIGA (the professional association for design), film societies, and by local and regional advertising federations.

2.8.2.2.3 Exhibitions, especially those that are juried at the local, regional, and national level.

2.8.2.2.4 Curation of design and art shows at museums and galleries.

2.8.2.2.5 Peer-reviewed presentations at national and regional conferences, such as the IIDA (International Interior Design Association), the CAA (College Art Association), Typecon (Society of Typographic Aficionados), Fotofest, AFI (American Film Institute), GRAPP (International Conference on Computer Graphics Theory and Applications), and SIGGRAPH (Association of Computing Machinery Special interest Group on Graphics and Interactive Techniques).

Deleted: Bachelor's Degree

Deleted: relevant design

Deleted: who are working towards a Master's Degree

2.8.2.2.6 Letters from clients and customers describing and attesting to the quality of the individual's skill sets.

2.8.2.2.7 Evaluation of a portfolio of work by a seasoned academic from outside IPFW.

2.8.2.2.8 Creative activities in a commercial environment, such as creative director for an advertising agency, or lead photographer in the marketing department of a corporation. [This could include current employment, or past experience.](#)

Commented [JO1]: Shouldn't there be a category for current employment in the field, ie creative director for Ad agency, etc, like Campbell?

2.8.3 **Documentation.** The department will maintain records documenting faculty credentials as follows:

2.8.3.1 **Academic Preparation.** A copy of the transcript for the relevant degree used to document academic preparation.

2.8.3.2 **Tested Experience.** A letter from the department chair, describing the work history and evidence attesting to the quality of the faculty member's skill sets at the time of hire.