**Faculty Qualifications**

Be mindful of HLC Assumed Practices in regard to Faculty Roles and Qualifications.

* 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. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master’s degree or higher in the discipline or subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
* Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
* Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.

When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process (see Tested Experience Guidelines below).

For additional guidance, please see the [HLC guidance document](https://download.hlcommission.org/FacultyGuidelines_OPB.pdf).

**Tested Experience Guidelines**

College of Arts and Sciences

The College of Arts & Sciences values hiring faculty with significant professional experience. To satisfy Higher Learning Commission accreditation guidelines, faculty must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except when equivalent experience is established. In the College of Arts & Sciences, equivalent professional experience is defined as at least three to five years of broad and deep experience relevant to the discipline in which the faculty member would be teaching.

College of Pharmacy and Health Sciences

3.511 Background The minimum eligibility requirements for faculty positions shall be a degree in a discipline needed to support the role and mission of the College of Pharmacy and Health Sciences. Faculty members may be appointed without a terminal degree in exceptional circumstances with documented accomplishments in teaching, research, work experience, and/or service or through adherence to the Emergency Faculty Hires appointment process. (See CPHS Faculty Handbook, Section 3.16)

John D. Bright College

Faculty appointed to teach in Bright College must meet at least one of the following criteria:

* Holding a continuous appointment as a member of the faculty of instruction in one of Drake's colleges or schools.
* Holding an earned bachelor's degree or higher in a field directly related to the discipline in which they are appointed to teach in Bright College.
* Demonstrated expertise, through prior professional experience or prior teaching experience at an accredited college or university, in the discipline in which they are appointed to teach, subject to Bright College faculty review and approval. Particularly in areas where formal education has traditionally not been a prerequisite for professional or artistic accomplishments—in politics, the arts, and cultural and community leadership and activism—faculty shall take care to ensure that prior experience is of a depth, breadth, and length of time sufficient to merit faculty appointment.​

School of Education

The School of Education preferences hiring adjunct professors with terminal degrees (Ph.D.s or Ed.Ds). We require that adjunct professors have at least a Master’s degree. If candidates have a Master’s degree but not a terminal degree, then it is required that they have at least 5 years of relevant experience as a teacher, counselor, principal, etc.

School of Journalism and Mass Communication

The selection of full-time faculty in the School of Journalism and Mass Communication is governed by the University’s policies and procedures for faculty recruitment and by the SJMC Faculty Handbook.2.13 Qualifications for Full-Time Faculty With Professional Experience The SJMC values hiring faculty with significant professional experience. To satisfy Higher Learning Commission accreditation guidelines, faculty must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except when equivalent experience is established. In the SJMC, equivalent professional experience is defined as at least three to five years of broad and deep experience in real-world situations relevant to the discipline in which the faculty member would be teaching.

Law School

2.3.1 APPOINTMENT AS ASSISTANT PROFESSOR OF LAW

Faculty whose primary responsibility is to teach and supervise clinical courses shall be evaluated for initial appointment as Assistant Professor of Law based upon the qualifications referred to in the following sections:

(a) ACADEMIC PERFORMANCE

Candidates will be expected to demonstrate high academic performance in law school and substantial professional achievement in their legal career.

(b) CLINICAL INSIGHT AND ORIENTATION

Candidates should demonstrate an ability to analyze and reflect upon the planning and decision-making processes of lawyers and to discuss thoughtfully and articulately their own decision-making processes. Candidates should also have an intellectual as well as practical interest in the theoretical and empirical problems of teaching law and lawyering skills, a familiarity with the basic premises of clinical methodologies, and an ability to integrate and synthesize theory and practice for the benefit of students.

(c) COMMUNICATION SKILLS, CREATIVITY AND RESOURCEFULNESS

The candidate's legal reasoning ability and written and oral advocacy skills should be of the highest caliber. A candidate must be articulate and capable of adapting quickly to changed circumstances and responding intelligently to unanticipated situations. He or she should also be willing to try innovative approaches to teaching.

(d) EXPERIENCE

Candidates should have litigation experience, including experience using skills that the candidate expects to teach. In the case of a candidate who expects to supervise fieldwork, experience with the types of cases and clients that the candidate expects to represent is desirable. Experience in supervising, training or orienting new attorneys or student interns is preferred but not required.

(e) MATURITY AND PRACTICAL WISDOM

Candidates for appointment must possess the self-confidence, resilience and perspective about their own work that will enable them to accept criticism readily from colleagues and students. While conscious of the merits of their own individual styles of lawyering, they should recognize that alternative approaches may be as effective or even preferable. They should possess insight into the competing and often conflicting obligations of the professional role, and have developed strategies and techniques for coping with them. Candidates must show promise of their ability and desire to provide critical feedback to students in a form that students can absorb, and to permit students to exercise meaningful control over their cases. They must show an abiding interest in continuing to learn and develop professionally themselves as well as excitement at the prospect of assisting others in a similar process.

(f) PROFESSIONAL RESPONSIBILITY AND DEDICATION

Candidates for appointment must be a member of the bar in good standing and be admitted to both the Iowa and federal bar within seven months of the date of employment. A candidate's prior professional activities and public services should indicate an interest in the growth and development of the legal system, and the candidate should display enthusiasm about the positive aspects of practicing law as well as keen awareness of its shortcomings. A candidate must be industrious, diligent, and able and willing to invest unconventional hours and extraordinary energy in teaching students. He or she should be capable of deriving satisfaction from the progress of a single student as well as from the response of an entire class. Candidates must be highly sensitive to issues of professional ethics and their complexity, and be willing

to engage in serious dialogue about the mission of the legal profession and the responsibilities of

individual lawyers. They should aspire to excellence in their own work and seek to inspire a like

commitment in colleagues and students.

(Updated 11/5/20)

Zimpleman College of Business

The Zimpleman College of Business Faculty handbook addresses faculty qualifications for the Scholarly Academic, Practice Academic, Scholarly Practitioner, and Instructional Practitioner classifications. A recent review of current faculty explains current classifications.

2.211 Scholarly Academic (SA) SA qualification requires a combination of original academic preparation augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. (Amended 5-9- 2014)

2.2111 Original Preparation SA qualification begins with original academic preparation. Original academic preparation includes: (1) a doctoral degree in a business field with primary teaching responsibilities in that field; (2) a doctoral degree in a business field with primary teaching responsibilities in another business field and development activities directly related to the teaching field; (3) a doctoral degree outside of business in an area incorporating one’s teaching responsibilities; (4) a doctoral degree outside of business in an area not incorporating one’s teaching, supplemented by additional coursework in the teaching field and development activities directly related to the teaching field; (5) a specialized graduate degree in law or taxation; or (6) specialized coursework beyond the master’s degree in a business doctoral program directly linked to the teaching field. A faculty member shall be SA qualified for the first five years after the granting of his or her degree. A faculty member that is currently enrolled in a doctoral program and ABD shall be SA qualified for the first three years immediately following achieving ABD status. (Amended 5-9-2014)

2.212 Scholarly Practitioner (SP) 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. (Amended 5-9-14)

2.2121 Original Preparation SP preparation normally requires a master’s degree in a discipline or field related to the area of teaching responsibilities and professional experience at the time of hiring that is current, significant in duration and level of responsibility, and consistent with the area of teaching responsibilities. (Amended 5-9-2014)

2.221 Practice Academic (PA) 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. (Amended 5-9-2014)

2.2211 PA qualification begins with original academic preparation. Original academic preparation includes: (1) a doctoral degree in a business or college-mission related field with primary teaching responsibilities in that field; (2) a doctoral degree in a business or college-mission related field with primary teaching responsibilities in another related field and development activities directly related to the teaching field; (3) a doctoral degree outside of business in an area incorporating one’s teaching responsibilities; (4) a doctoral degree outside of business in an area not incorporating one’s teaching, supplemented by additional coursework in the teaching field and development activities directly related to the teaching field; (5) a specialized graduate degree in law or taxation; or (6) specialized coursework beyond the master’s degree in a business or college-mission related doctoral program directly linked to the teaching field. (Amended 5-6-2023)

2.222 Instructional Practitioner (IP) Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Annual performance evaluation for IP faculty will be consistent with expectations for maintaining professional qualification. (Amended 1-22-2015)

IP qualification requires a combination of academic preparation and professional experience augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. (Amended 5-9-2014)

2.2221 Original Preparation IP preparation normally requires a master’s degree in a discipline or field related to the area of teaching responsibilities and professional experience at the time of hiring that is current, significant in duration and level of responsibility, and consistent with the area of teaching responsibilities. (Amended 5-9-2014)