

**College of Education and Human Development  
George Mason University  
Process for Qualifications Review of Adjunct Faculty**

1. Each faculty Academic Program Coordinator will identify potential faculty for specific courses and conduct an initial review of their qualifications, and will make recommendations for hire. The Academic Program Coordinator's review will be based on the course level and description of the specific course, academic degrees earned as documented by official transcript(s), an up-to-date curriculum vita, and documentation in support of other relevant qualifications (e.g., certifications, professional training and experiences, publications, licenses). For each potential instructor/course combination, the faculty Academic Program Coordinator will submit to his or her Division Director a written justification for hiring and all applicable review materials.
2. The Division Director will, in turn, review all materials and the justification, and either approve or deny the Academic Program Coordinator's recommendation for hire. If the Division Director approves the hiring of the prospective faculty member, the recommendation and all materials will be sent to the Associate Dean for Academic Program Development. If the Division Director denies the Academic Program Coordinator's recommendation, all materials will be sent back for clarification and/or additional supporting information. If no further information or supporting documentation is available, the potential faculty member will not be recommended for hire.
3. The Associate Dean will review the materials submitted by the Division Director to determine whether the prospective faculty member has met qualification requirements for the proposed course. If the Associate Dean approves, the Division Director will be notified that a contract can be generated. Once generated, contracts must be signed by the Associate Dean, mailed by each division to the faculty member, and a signed copy returned to the college for centralized filing. If the Associate Dean determines that the prospective faculty member does not have the appropriate qualifications, all materials will be sent back to the respective division for clarification and/or the opportunity to add additional information. If no further information is provided, the Division Director will be notified that the proposal to hire the faculty member was denied.
4. In cases in which the Division Director wishes to appeal the decision of the Associate Dean, the Dean or his designee will provide additional review and render a final determination.

**Process for Qualifications Review of Full-Time Faculty  
(both fixed-term and tenured/tenure track)**

The identification of suitable candidates is conducted by a search committee (rather than the Academic Program Coordinator), which will be tasked with reviewing qualifications and materials germane to the range of potential duties associated with the position. The search committee will make a recommendation to the Dean, in accordance with the recruitment and appointment procedures specified in the George Mason University *Faculty Handbook*.

1. To assist the Dean in decision-making, the Associate Dean for Academic Program Development and the Associate Dean for Student and Academic Affairs (and others as needed) will review individual faculty qualifications for application to *a range of potential courses* as designated by the Academic Program Coordinator and Division Director. They will verify that the proposed candidate is qualified to teach the entire range of courses identified as potential teaching assignments, advise the Dean of the applicability of the individual candidate's qualifications, and note any gaps.
2. The Dean (or designee) makes an offer of employment, in accordance with the recruitment and appointment procedures specified in the George Mason University *Faculty Handbook*.

College of Education and Human Development  
Steps to Verify Faculty Credentials/Qualifications

Determine Highest/Terminal Degree Earned in the Discipline

To teach Undergraduate level (holds doctoral or masters degree in the discipline)

To teach Master's level (holds doctoral degree in the discipline)

To teach Doctoral level (holds doctoral degree in the discipline)

If instructor has a terminal degree:

A justification for an instructor with a terminal degree specific to the content of the course to be taught can consist of one to two sentences. For example:

Dr. Morgan received a PhD in Kinesiology with a particular emphasis in Exercise Physiology. She has extensive experiences in clinical settings such as 5 years of clinical experience at INova Fairfax running peak performance assessments and four years of experience as a faculty member at Idaho State University.

If instructor does not have terminal degree:

For a master's student teaching an undergraduate course the instructor needs to have 18 semester hours in the teaching discipline and direct supervision by a regular faculty member with in-service training and planned, periodic observations.

For a doctoral student teaching a graduate course the instructor needs to have a master's degree in the discipline and 18 semester hours of doctoral level coursework in the teaching discipline and be hired as a graduate lecturer. For doctoral students teaching as a graduate lecturer there also needs to be evidence of familiarity with the course content through professional experiences. Doctoral students who have a master's degree in the teaching discipline can teach undergraduate classes independently and teach a master's level class as a graduate lecturer under the direct supervision of a regular faculty member with in-service training and planned, periodic observations.

For an instructor with a master's degree teaching a master's level course the following **additional qualifications** can be considered and used to develop a justification for why the instructor is qualified to teach a particular course. **Additional Qualifications** include:

1. Alternative degrees at the undergraduate or graduate level (for example a second undergraduate degree in biology, a specialist degree in special education or multiple master's degrees related to the teaching discipline)
2. Related work experiences in the field (minimum of 5-10 years of experience, level of position, range of responsibilities, responsibilities specific to content of course)
3. Professional licensure and certifications (for example, certificate in Applied Behavior Analysis)

4. Other demonstrated competencies and achievements (for example publications, conference presentations, provided professional development sessions)
5. Honors and awards (relevant to the teaching discipline)
6. Documented excellence in teaching (for example, a university level award for teaching excellence).

Example 1:

Licensed Professional Counselor and licensed Clinical Marriage and Family Therapist, has been practicing since 2002; has published in Journal of Marital and Family Therapy and the Journal of Systemic Therapies; and has presented at 2 national conference in the United States as well as 3 national conferences in India regarding counseling and therapy.

Example 2:

Has a broad background in teaching and administration at both the K-12 and university levels, and this breadth provides insight into the particular transition concerns of International Baccalaureate (IB) students. Has held the position of International Bachelor's Coordinator at George Mason University, and previously served on the IB leadership team in the Fairfax County Public Schools. He has led IB site visits throughout North America; has presented IB topics for the Virginia Association for Supervision and Curriculum Development, the American Educational Research Association, and the IB North America Regional Conference.