



# Middle Georgia State University

SCHOOL OF AVIATION

Faculty Handbook  
2025-2026

Department of Aviation Science & Management  
Department Aviation Maintenance & Structural Technology

## Table of Contents

<b>I. INTRODUCTION.....</b>	<b>4</b>
A. MESSAGE FROM THE DEAN .....	4
<b>II. ABOUT THE SCHOOL .....</b>	<b>5</b>
A. OUR VISION .....	5
B. OUR MISSION .....	5
C. OUR UNIT GOALS .....	5
D. PROGRAM ACCREDITATION .....	5
<b>III. ADMINISTRATIVE POLICIES/PROCEDURES - 5.04.06 MGA FACULTY HANDBOOK.....</b>	<b>7</b>
A. ABSENCES AND SICK LEAVE .....	7
B. PROFESSIONAL CONDUCT .....	7
C. POLITICAL ACTIVITY, SOCIAL MEDIA, ETC.....	8
<b>IV. INSTRUCTIONAL POLICIES .....</b>	<b>9</b>
A. CLASSROOM / LAB EXPECTATIONS .....	9
B. STUDENT EXPECTATIONS .....	12
<b>V. FACULTY EMPLOYMENT POLICIES .....</b>	<b>12</b>
A. PART-TIME.....	12
B. FULL TIME.....	12
C. QUALIFICATIONS/ CREDENTIALING.....	12
D. RETIREMENT/ RESIGNATION.....	12
<b>VI. FACULTY RIGHTS/ RESPONSIBILITIES-REFER TO THE MGA FACULTY HANDBOOK 5.03.01 .....</b>	<b>12</b>
A. WORKLOAD POLICY (MGA FACULTY HANDBOOK SECTION 5.03).....	12
B. ADVISING.....	14
C. SCHOLARSHIP.....	14
D. SERVICE.....	15
E. PROFESSIONAL DEVELOPMENT .....	17
<b>VII. FACULTY PERFORMANCE .....</b>	<b>17</b>
A. ANNUAL EVALUATION .....	17
B. PROMOTION.....	18
C. TENURE .....	18
D. POST TENURE REVIEW.....	18
<b>VIII. SCHOOL AND DEPARTMENT COMMITTEES .....</b>	<b>18</b>
A. SERVICE EXPECTATIONS .....	18
B. COMMITTEE .....	18
<b>IX. OTHER .....</b>	<b>18</b>
A. STUDENT ORGANIZATIONS AND STUDENT ORGANIZATIONS DESCRIPTIONS.....	18
B. COMMUNICATION .....	18
C. OUTSIDE ACTIVITIES .....	18
D. TRAVEL.....	19
E. EMAIL SIGNATURES.....	19
F. DIRECTORY PROFILE .....	19
G. REQUIRED PRE-AUTHORIZATION ACTIONS .....	19
H. ATTENDANCE AT GRADUATION CEREMONIES.....	19

- I. RESERVING CONFERENCE ROOMS .....19
- J. RESERVING ACADEMIC SPACE.....19
- K. EMPLOYEE MENTAL HEALTH SERVICES.....20
- L. STUDENT MENTAL HEALTH SERVICES.....20

## **I. Introduction**

### **A. Message From the Dean**

This Faculty Handbook was created for the School of Aviation. The information contained within this document does not supersede policy found in the USG Policy Manual, USG Academic and Student Affairs Handbook, MGA Policies, or MGA Faculty Handbook. As such, policies found in those locations are not included in this handbook. The guidelines are intended to help faculty members better understand the culture and expectations in the School of Aviation. They also provide guidance on the expectations of faculty members in terms of teaching, the Boyer model of scholarship, and service to the institution, profession and the community.

The faculty handbook has been prepared for the convenience of the faculty. The handbook is an important document, which contains a general overview and collection of the School's expectations and procedures. It should also answer questions regarding faculty responsibilities.

Additionally, it is expected that each faculty member will be familiar with the information contained in the following documents available on the MGA Web site:

1. [The BOR-USG Policy Manual](#)
2. [USG Academic & Student Affairs Handbook](#)
3. [Middle Georgia State University Faculty Handbook](#)
4. [Middle Georgia State University Policy Manual \(Human Resources\)](#)
5. [Middle Georgia State University Academic Catalog - Undergraduate](#)
6. [Middle Georgia State University Academic Catalog – Graduate](#)
7. [Middle Georgia State University Student Handbook and Code of Conduct](#)
8. [Middle Georgia State University Student Policies](#)
9. [Middle Georgia State University FERPA guidelines](#)

Kind Regards,

Adon Clark

Dean, School of Aviation

## **II. About the School**

### **A. Our Vision:**

Expand aviation training opportunities throughout the State of Georgia to allow for more accessibility

### **B. Our Mission:**

The School of Aviation educates and prepares students for technical and management careers in the aviation, aerospace, and related industries, who understand the industry and organizations they are part of, and the communities they serve.

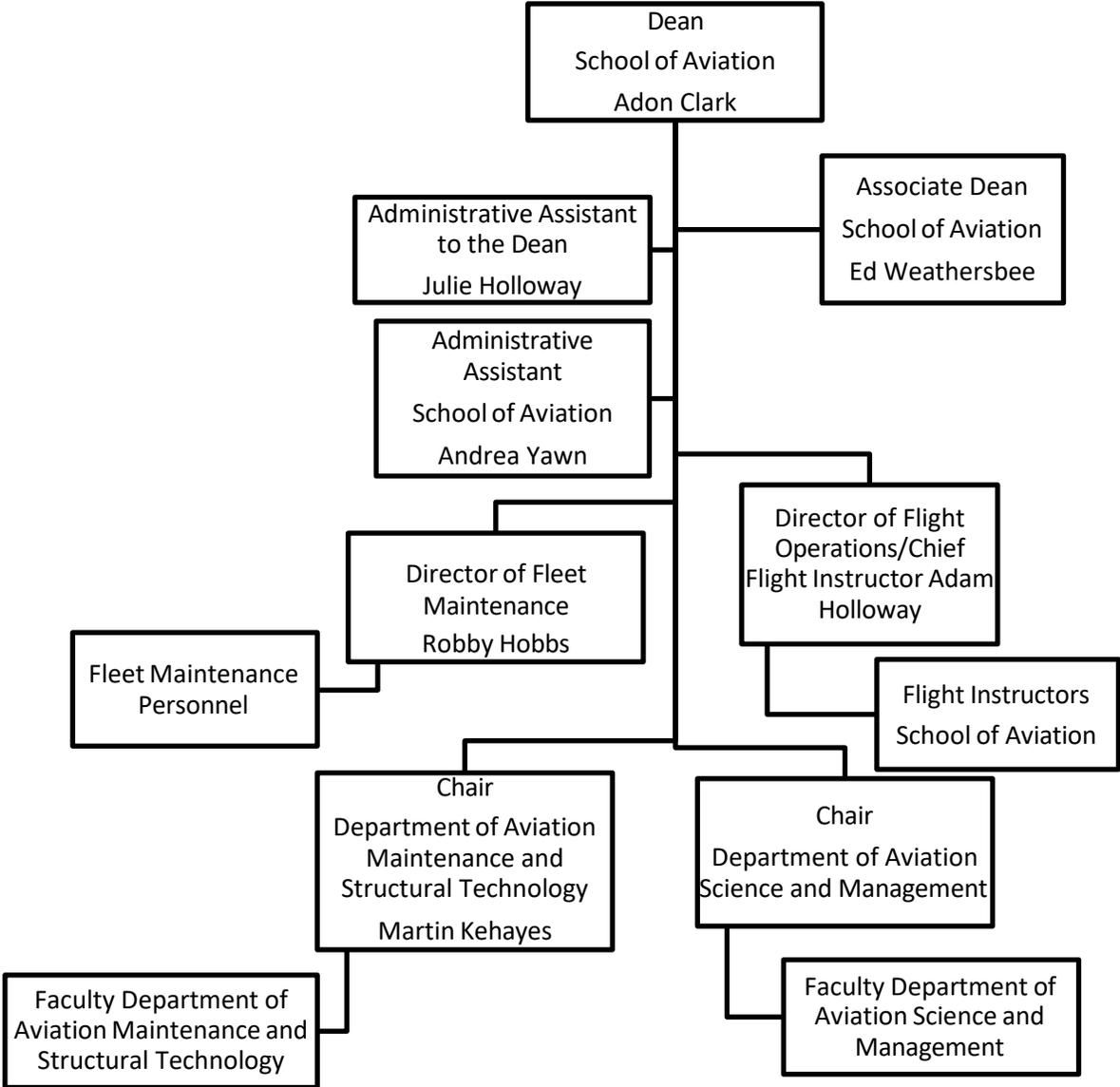
### **C. Our Unit Goals:**

1. The School of Aviation and its programs will:
  - a. Offer benchmarked curricula that support the workforce needs of the region while meeting program certification and accreditation standards.
  - b. Attract and retain academically qualified students into our affordable, accessible, and challenging degree programs and produce competent graduates prepared to assume entry level positions in a dynamic aviation environment.
  - c. Develop, cultivate, and utilize relationships with alumni, the practitioner community, and the aviation industry to provide practical feedback and to enhance program development that is conducive to industry standards and trends.
  - d. Collaborate with the profession, college, and community in service and research to further the aviation outcomes of the community and contribute to the discipline.
  - e. Effectively and efficiently manage the resources of the institution.
  - f. Strategically operate the School in a manner attuned to the mission and initiatives of Middle Georgia State University and the University System of Georgia.

### **D. Program Accreditation**

The Bachelor of Science in Aviation Science and Management - Flight track within Aviation Science & Management is accredited by Aviation Accreditation Board International. This accreditation must be reaffirmed every five years.

School of Aviation –  
Organizational Chart



### III. Administrative Policies/Procedures - 5.04.06 [MGA Faculty Handbook](#)

#### A. Absences and Sick Leave

1. Faculty members are expected to meet punctually all regularly scheduled sessions of their classes. Faculty members who must miss one or more of their class sessions shall arrange with their School Dean or Department Chair to have their classes covered. When it is necessary to miss a class at an off-campus site, faculty members shall notify their immediate supervisor in advance, who shall notify the appropriate person at the site. In emergencies, when it is impossible to contact the immediate supervisor, the faculty member shall contact an appropriate person at the site.
2. If you are unable to attend office hours or class due to doctor's appointments, illness in the family or other personal issues, you must inform the Department Chair and Administrative Assistant immediately. Such leave is considered sick time and must be reported as such on your monthly time card. See the MGA Statutes and Bylaws that can be found in section 6.04 of the MGA Handbook for details.
3. Middle Georgia State University (MGA) regular employees earn paid sick leave in accordance with [BOR Policy 8.2.7.2](#).
  - a. The accrual rate and information relative to usage may be found in the [BOR Policy 8.2.7.2](#).
4. Guidelines for Office Hours
  - a. Office hours shall be filed in the faculty member's academic unit. Faculty members who teach a twelve-hour course load shall hold a minimum of eight on campus office hours per week; those who teach differing course loads shall hold a proportionate number of office hours ( $2/3 \times$  total credit hours taught). (MGA Faculty Handbook, 5.04.01)
  - b. Definition of office hours: timeframes during university business hours in which you available to provide advice, mentor, or discuss academic issues in an individual setting with students.
  - c. Faculty should avoid scheduling doctor's appointments or other meetings during posted office hours. Office hours should be posted outside of the faculty member's office door. Office hours should also be articulated in the faculty member's course syllabi.
  - d. Any time you are not going to be in your office during your scheduled office hours – for whatever reason:
    - a sign or note must be posted on your office door, notifying visitors where you are, and if appropriate, when you will return. If you know you are not going to be in your office during your office hours, you must announce it to your classes (e-mail is an appropriate way for your online classes), and you must inform the Administrative Assistant.
5. Travel
  - a. All travel, whether it is intercampus travel or travel required for conference attendance, must be approved by the Department Chair and Dean. The guidelines, forms, and other information that pertains to travel are located at this link: <https://www.mga.edu/finance/travel.php>

#### B. Professional conduct

1. BOR [Policy 8.2.18 Personnel Conduct](#) states that every member of the USG community is required to adhere to the USG Statement of Core Values – Integrity, Excellence, Accountability, and Respect – that form and guide the daily work of the organization.

## C. Political Activity, social media, etc.

### 1. Policy Guidance on Political Activity

- a. [8.2.18.3 Prohibition on Certain Political Activities](#); No Official Endorsement or Affiliation and Avoidance of the Appearance Thereof (Effective October 12, 2022)

USG employees are encouraged to fulfill their civic obligations and engage in the normal political processes of society, including the right to express their personal opinions on matters of public concern, and nothing in this policy is intended to infringe or restrict free expression rights guaranteed by the United States Constitution or the Georgia Constitution. Nevertheless, it is inappropriate for System employees to manage or enter political campaigns while on duty to perform services for the USG or to hold elective political office at the state or federal level while employed by the USG. Likewise, USG employees must not hold themselves out as speaking or acting on behalf of the USG or its institutions when participating in political activities and must take reasonable measures to avoid any appearance that such participation is in an official capacity as an employee of the USG or its institutions.

In light of the foregoing, the following rules govern all USG employees when engaging in political activities and associated political expression:

- i. A USG employee may not manage or take an active part in a political campaign which interferes with the performance of duties or services for which the employee receives compensation from the USG.
- ii. A USG employee may not hold elective political office at the state or federal level.
- iii. A USG employee seeking elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office, a USG employee must resign prior to assuming office.
- iv. A USG employee may seek and hold elective office at other than the state or federal level, or seek and hold an appointive office, when doing so does not conflict or interfere with the employee's duties and responsibilities to the USG or the employee's institution, as applicable. Area: University Employment Number: 2180 Applies to: All Employees Issued: July 2008 Sources: BOR Policy 8.2.18.3 Revised: November 30, 2022 Reviewed: Policy Owner: AVP for Human Resources Page(s): 2 Page 2 of 2
- v. A USG employee engaging in political activities and/or associated political expression must do so only in their personal capacity and shall not speak on behalf of the USG or its institutions or hold themselves out as representing the USG or its institutions, unless specifically authorized by the USG or the employee's institution, as applicable.
- vi. When a USG employee engages in political activities and/or associated political expression in their personal capacity, such employee must take reasonable steps to avoid any appearance that such political activities and/or associated political expression represents the views of, or is endorsed by, the USG or its institutions. For example, USG employees are not prohibited from noting in a biographical description of their employment status, title, or affiliation with the USG or their institution, or their background and credentials, but if an employee does so, the employee must make clear that the employee is not speaking in the employee's capacity as an employee of the USG or the employee's institution.

- vii. USG employees are prohibited from using state property, resources, or materials (including work email) or work time to communicate personal political views or in conjunction with any political campaigning. In addition, employees are prohibited from using any USG registered trademarks when expressing personal opinions on political issues, unless they are expressly authorized to do so.
2. Social Media Policy (as stated in MGA Faculty Handbook 6.22.02)
    - a. Given the nature of social media and that university professors hold a “special position in the community [that] imposes special obligations” (AAUP 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments, modified 1989 and 1990), members of the corps of instruction should exercise an abundance of caution in how they interact with students, former students, members of the community, and other professionals through such media and should bear in mind how their comments might be construed in legal and professional contexts. In the case of a social media site that is created solely by the teacher for a class, an organization, or a club, the instructor bears reasonable responsibility for monitoring the appropriateness of content just as he or she would for any other electronic platform directly related to University activities in or outside of the classroom. In further instances where technology allows instantaneous commentary, faculty members should be extremely careful, as such technology lends itself to off-hand remarks that could later be read in terms of professional reputation, accuracy, and liability. The University strongly recommends that all of its professionals exercise their best professional judgment in the use of all social media.

#### **IV. Instructional Policies**

##### **A. Classroom / Lab expectations**

1. Expectations for Labs
  - a. See Department Chair/ Assistant Department Chair concerning laboratory requirements and expectations.
2. Communication
  - a. All individuals who teach, prepare, or engage in activities that involve laboratory spaces should convey information related to supply shortage, security issues, potential hazards, and other relevant information to the appropriate Department Chair, Assistant Chair, or Administrative personnel.
3. Instructional related expectations and procedures
  - a. Standard Course Syllabus Expectations - See [MGA Syllabi Template](#)
4. Online Course Expectations and Guidelines for Faculty
  - a. Expectation #1 - Delivery
    - viii. The online courses are entirely asynchronous.
    - ix. The MGA D2L is the only location for the online course instruction, assessments, postings of activities/interaction, submission of assignments, creating/maintaining grade book, etc. The submission of assignments not handled by MGA D2L can be done using an approved Middle Georgia State University server.
    - x. There are tools (not available in MGA D2L) that instructors may deem valuable for use as an

additional part of the course (e.g., tools that create Wikis, Web sites, etc.). Normally these tools are on servers that do not belong to Middle Georgia State University. These tools may be used with permission from the dean of the School of Aviation. The requirements for Expectation #6, Paragraph 1 above must be met. These tools cannot contain student personal data and/or information.

- xi. Sections of the same course cannot be combined to create one stand-alone course.
  
- b. Expectation #2 - Syllabus
  - i. The course syllabus will follow the template provide by the Office of Academic Affairs. See above for the School Aviation Required Items for Course Syllabus.
  - ii. An electronic copy of the complete course syllabus will be made available to the school's secretary one week before a semester starts.
  - iii. The syllabus will be posted in MGA D2L at least one day before the start of the course.
  - iv. Once the syllabus has been posted in MGA D2L, students will be notified by MGA email and MGA D2L email that the materials are posted so they can go ahead and browse through them and familiarize themselves to the course.
  
- c. Expectation #3 – Course Templates
  - i. All online courses must use the School of Aviation's Online Template.
  - ii. All hybrid/blended courses must use the School of Aviation's Hybrid Template.
  - iii. No changes can be made to the design, layout, and graphics used in these templates.
  
- d. Expectation #4 – Communication & Grading
  - i. MGA email and/or MGA D2L email must be used for communication between the instructor and students. Private email accounts must not be used to communicate with students.
  - ii. Instructors will make every attempt to respond to student emails within 12 hours but no later than 24 hours, Monday through Friday. Although instructors are encouraged to do so, the requirement for answering email within 12 hours but no later than 24 hours does not apply on weekends, holidays, or during semester breaks.
  - iii. Instructors should retain copies of all emails in case student complaints are received.
  - iv. Comments/feedback and/or the grades for all graded assessments are to be communicated to the students within one week after the due date for the assessment.
  
- e. Expectation #5 – Active Learning
  - i. It must be communicated to students that online courses are not self-paced.
  - ii. Regular and routine weekly participation in online courses is required and is to be recorded by the instructor. Active learning through graded discussions will take place in all online classes. Regular and routine course activities for all IT courses will include a combination of the following:
    - iii. A graded discussion activity that is integral to student engagement and learning;
    - iv. A graded assignment/project/examination
  
- f. Expectation #6 – Attendance/Participation
  - i. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy.

- ii. For online classes, attendance/participation is defined in a different manner.
    - iii. Student attendance in online courses is defined as weekly active participation in the course (activity/assignment/project/exam) as prescribed in the course syllabus.
  - g. Expectation #7 – Student Engagement through Office Hours
    - i. For each online class, it is recommended that the instructor’s weekly office hours include a scheduled one hour of “online chat”. The chat session must take place within the instructor’s office. Chat sessions are not required.
    - ii. When a chat session is in progress, the instructor may post a note on the office door stating Hybrid/Blended (combined Face-to-Face & Online)
5. Use of Faculty-Authored Textbooks & Resell of Sample Texts or Desk Copies
- a. The practice at Middle Georgia State University is to allow the use of faculty-authored textbooks, provided that the school, department, or program provides an appropriate third-party review process for the adoption of these texts. The review process for each school shall be kept on file in the Office of Academic Affairs. (BOR Policy Manual 310, Academic Textbooks)
  - b. Faculty members are not allowed to resell sample texts or desk copies provided by publishers or to take advantage of any financial incentives offered by publishers in the assignment of specific texts.(BOR Policy Manual 310, Academic Textbooks)
6. Submission of news to Inside MGA
- a. All faculty submissions to the University's Inside MGA News must be approved by the Dean or the Associate Dean. Approved submissions will be uploaded to Inside MGA for publication.
7. Textbook Adoption
- a. All instructors must use the same textbook for all sections of a given course. A list of the official textbooks will be maintained in each department by the Administrative Assistant. Faculty who are interested in changing the standard textbook for a course should schedule a meeting or meetings to discuss the change. This meeting(s) should include all faculty members that may have an interest in the discussion. Announcements about the meeting(s) time and location should go to all aviation faculty in order to give everyone a chance to participate if they so desire. Once a decision is made regarding the choice of textbook for a particular course, the new textbook’s name and other pertinent information should be forwarded to the Associate Dean, Administrative Assistant, and the Curriculum Committee.
8. Hybrid/Blended (combined Face-to-Face & Online)
- a. Students are required to have access to a computer and the Internet. The class will meet face-to-face as scheduled and a portion of the course will be conducted online. Attendance and participation at all face-to-face class sessions are required. The lack of attendance may result in grade reduction. The online portion of hybrid/blended courses is conducted solely through the use of MGA D2L. The same expectations on online courses (described above) apply.
9. Expectations for Online Teaching
- a. Faculty who teach online should ensure the course is an actively engaging experience for the students of which they instruct. Assignments, quizzes, and exams should be returned to students within 48 business hours or within a reasonable timeframe that does not exceed a week.

## 10. Student Attendance Records

- a. Full and part-time faculty at Middle Georgia State University are required to maintain attendance records in all face-to-face and distance-education classes per section [5.04.05 of the Faculty Handbook](#). It is critical that faculty keep complete and accurate records. In particular, please note the following:
  - i. After the drop for non-payment, students may have dropped from your class rolls. Please print fresh Banner rosters, and identify any students in your classroom who are not listed on the roll. These students should be sent to the Bursar to make payment before being readmitted to class.
  - ii. Fresh Banner rosters should be pulled for the next two weeks and periodically throughout the semester, since students may drop from rolls for a variety of reasons throughout the term.
  - iii. Attendance for online classes is documented via class participation or academic engagement. Remember that documenting that a student has logged into an online class is not sufficient to demonstrate academic engagement.
  - iv. When submitting final grades in SWORDS, faculty are required to enter students' last date of attendance for any grades deemed unsuccessful attempts. Faculty who log unsuccessful grades for online students will be prompted to submit evidence of the last date of attendance in Brightspace/D2L at the end of term.
  - v. Faculty should maintain records of attendance for online and face-to-face classes for a minimum of three years.

### B. Student Expectations

1. Students should refer to the [MGA Student Handbook](#) for details and their code of conduct.
2. [Student attendance policy](#)
3. [MGA Grade Appeal Process](#)

## V. Faculty Employment Policies

### A. Part-Time

1. See [USG Policy 4.2 Definition of Part-Time](#)

### B. Full Time

1. See [USG Policy 8.2 General Policies for all Personnel](#)

### C. Qualifications/ Credentialing

1. See Appendix 1 Faculty Credentialing Guidelines in the [MGA Faculty Handbook](#) and the [USG Policy 8.3.1.2 Minimum Qualification for Employment.](#)

### D. Retirement/ Resignation

1. See [USG Policy 8.2.8.2 Definition of a USG Retiree](#) and Eligibility for Health Benefits Upon Retirement

## VI. Faculty Rights/ Responsibilities-Refer to the [MGA Faculty Handbook 5.03.01](#)

### A. Workload Policy ([MGA Faculty Handbook Section 5.03](#))

1. Please refer to the following sections of the [MGA Faculty Handbook](#) for:
  - a. Responsibilities of the Corps of Instruction - 2.08.10
  - b. Teaching, Advising, Service, Professional Development & Scholarly Activities – 4.06 and 4.07
  - c. Faculty Teaching Loads and Overload Pay – 5.03.01

- d. Textbook Policy – 5.04.03
  - e. Curriculum Development – 5.04.04
  - f. [Student Attendance Policy](#) – 5.04.05
  - g. Summer Salary – 4.11.03
  - h. Change of Schedule (Drop and Add Process) – 5.04.08
  - i. No-Show reporting – 5.04.09
  - j. Directions for admitting a Student to a Class – 5.04.07
2. Administrators who hold faculty rank are required to teach each year. The Provost, Associate Provosts, Deans, and other administrators in the Office of the Provost who hold faculty rank carry a teaching load of one course per year (3 or 4 credit hours).
  3. Department Chairs and Associate Deans should teach one 3 or 4 credit hour course per semester (Fall, Spring, and Summer). These course assignments are part of the normal responsibilities and are not paid as overloads.
  4. The title Program Coordinator is applied in different ways across Academic Affairs. From an accreditation (SACSCOC) perspective, each academic program must have someone assigned as the Program Coordinator who is credentialed to teach in and oversee the curriculum for that program. Most often the Program Coordinator is also the Department Chair or Program Director. When this is the case, no additional course release or compensation is given as this responsibility is part of the normal roles of Department Chair or Program Director. In rare cases, a Department Chair or Program Director may not have the credentials to teach in and oversee the curriculum for a program within their stewardship. In these rare cases, a Program Coordinator may be named who does not also serve as the Department Chair or Program Director and a course load reduction may be approved on a case by case basis using the process outlined below.
  5. Teaching is the primary focus for faculty at Middle Georgia State University. The activities of advising and mentoring students are also vital to the institutional goals of maintaining and increasing retention, progression, and graduation rates. Professional development is an essential component to enhancing the knowledge, skills, and expertise in a variety of disciplines represented in the School of Aviation. Research and scholarly activity can be achieved in a variety of methods in order to contribute to the profession, enhance the learning experience of our students, and cultivate a community of scholars within our institution. Lastly, service to the departments, School, university, and community is a selfless mechanism by which an individual can provide knowledge, volunteerism, information, and actions that enhance the recipient of such efforts. Excellent teaching and effectiveness in instruction (See [USG Section 8.3.6.1](#) Minimum for all Institutions in All Professorial Ranks).
  6. Based upon the allocation of 100% of the faculty member’s time, the percentage break down of time given to each area may vary.
    - For example:
      - *Faculty with a terminal degree teaching 4 courses per semester*

Teaching including student advising, student success initiatives and mentoring	80%
Service to the Department, School, University and Community	10%
Research/ Scholarly Activities &	10%

Professional Development	
<b>Total</b>	100%

- *Faculty with a non-terminal degree teaching 5 courses per semester*

Teaching including student advising, student success initiatives and mentoring	80%
Service to the Department, School, University and Community	10%
Research/Scholarly Activities & Professional Development	10%
<b>Total</b>	100%

*Faculty with terminal degrees who do not engage in Research/Scholarly Activities & Professional Development must provide evidence of other activities that justifies 10% of their workload. The activities will be evaluated and agreed upon by the faculty member and their supervisors.*

- *Lecturers and senior lecturers should have 100% teaching focus.*

## **B. Advising**

1. Each department possesses designated professional advisors that exist to support academic enrollment, retention, and progression. Department Chairs should ensure that advisors are aware of any curricular changes that are relevant to the majors of which their support.
2. Faculty are also expected to advise students to ensure mentoring opportunities and other academic support initiatives are executed.
3. Student Success Initiatives
  - a. As a part of the USG's 2024 Goals in the Strategic Plan, a focus has been placed on student success initiatives. A faculty member's involvement in student success can be assessed in a variety of ways. Examples include the following:
    1. Student Advising/ Mentorship Actions (document these items)
    2. Student/ faculty research and presentation project collaboration
    3. High Impact Practice (HIPs) work (overseeing internships, clinical practicums, etc.)
    4. Co-authoring peer-reviewed publications with students
    5. Co-authoring grants with students
    6. Serving as a Faculty Advisor student organizations

## **C. Scholarship**

1. The expectations for outstanding research, scholarship, creative activity, or academic achievement will be measured as described in the Boyer model (Boyer, Ernest L. 1990. Scholarship Reconsidered. New York: The Carnegie Foundation for the Advancement of Teaching) as articulated in #3 of the MGA faculty handbook (page 29, section 4.06 – Criteria for Promotion).
2. The delineation between the ratings of "meets expectations" versus "exceeds expectations" will be measured based upon the number of relevant activities, and the proof of such activities, submitted with each faculty member's portfolio. The impact of a faculty member's work on broader audiences (e.g. national publication, presentation or grant award) will also be considered.
3. The four domains of this particular model include the domains of discovery, integration, application, and teaching. Examples include the following:

- a. The Scholarship of Discovery
  - 1. Search for new knowledge
  - 2. Discovery of new information and new models
  - 3. Sharing discoveries through scholarly publication
- b. The Scholarship of Integration
  - i. Integration of knowledge from different sources
  - ii. Presents overview of findings in a resource topic
  - iii. Bringing findings together from different disciplines to discover convergence
  - iv. Identify trends and see knowledge in new ways
- c. The Scholarship of Application
  - i. Discovering ways that new knowledge can be used to solve real world problems
- d. The Scholarship of Teaching
  - ii. Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge
  - iii. Informal/ formal teaching, advising and mentoring
- e. Specific examples of scholarly work include:
  - i. Publications
  - ii. Presentations at regional, statewide, national, or international relevant discipline-specific conferences
  - iii. Service to the profession and community concerning a relevant, discipline-specific task – Scholarship of Application
  - iv. Participating in networked scholarly activities across disciplines, roles, and institutions
  - v. Applying for/ obtaining a grant from a philanthropic, state, or federal organization
  - vi. Editorial work
  - vii. Development of teaching materials that enhance and increase the learning experience (e.g. audio, video, software, etc.)
  - viii. Serving as a member of a thesis or dissertation committee
  - ix. Literature reviews
- f. Consistent with the practice common throughout university aviation programs nationwide, the MGA School of Aviation proposes the following activities, in addition to those listed above, and in the 2019 MGA Faculty Handbook (excerpt above), to define scholarship for tenure and promotion.
  - i. Obtaining a rating or certificate beyond that required for initial appointment (Scholarship of Discovery)
  - ii. Obtaining a graduate degree beyond that required for initial appointment (Scholarship of Discovery)
  - iii. Appointment as an FAA pilot examiner or designation as a Master Instructor beyond that required for initial appointment. (Scholarship of Teaching)
  - iv. Multiple new course development, creation of textbook free courses, or substantive course content/design changes in multiple courses. (Scholarship of Teaching)

**D. Service**

- 1. Noteworthy professional service to the institution or the community (See [USG Section 8.3.6.1 Minimum](#) for all Institutions in All Professorial Ranks).

<b>TEACHING</b>					
<b>Expectation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
High assessment from students (quantitative and qualitative)					
Continuous modification for course improvement					
Facilitation of student retention and progression					
Adherence to Teaching Standards					
<b>SERVICE TO THE SCHOOL, UNIVERSITY, AND COMMUNITY</b>					
<b>Expectation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Active membership and participation in one or more departmental committees					
Involvement in school/departmental initiatives					
Service to the community that utilizes professional skills					
<b>RESEARCH AND SCHOLARSHIP</b>					
<b>Expectation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Two articles in refereed scholarly/professional journals every 5 years					
At least one presentation at a refereed scholarly/professional conference every 2 years (with an article published in proceedings)					
Two or more ongoing scholarly activities each year such as: <ul style="list-style-type: none"> <li>• Development of courses, labs, curricula, assessments, or instructional materials</li> <li>• Development and study of new teaching strategies</li> <li>• Being an invited speaker at a conference</li> <li>• Publication of a proposed problem or solution in a professional journal or magazine</li> <li>• Organizing and/or conducting workshops</li> <li>• Activities related to professional conferences, societies, or special sessions</li> <li>• Working with students on undergraduate or graduate research</li> <li>• Development of new degree programs</li> <li>• Obtaining a rating or certificate beyond that required for initial appointment</li> <li>• Obtaining a graduate degree beyond that required for initial appointment</li> <li>• Appointment as an FAA pilot examiner or designation as a Master Instructor beyond that required for initial appointment.</li> <li>• Multiple new course development, creation of textbook free courses, or substantive course content/design changes in multiple courses.</li> </ul>					
<b>STUDENT SUCCESS</b>					
<b>Expectation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Two or more ongoing student success activities each year such as: <ul style="list-style-type: none"> <li>• Documenting a teaching innovation in your course</li> <li>• Directing an internship course</li> <li>• Designing a unique experiential activity for your course</li> <li>• Designing a service-learning experience in your course</li> <li>• Documented improvements to course experience which result in higher attendance</li> <li>• Peer-reviewed pedagogical publications such as case studies, instructional videos, or instructional software that is used in the MGA Classroom</li> <li>• Advising an existing club</li> <li>• Organizing and leading a new club</li> <li>• Creating and organizing a student-focused event such as a speaker series</li> <li>• Participating on a panel for a student-focused event</li> <li>• Documenting faculty/student mentorship</li> <li>• Other activities approved by Chair/Dean</li> </ul>					

## **E. Professional Development**

1. Engaging in those activities which enhance relevant professional knowledge and expertise as it relates to education or a specific discipline. Examples include:
  - a. Continuing formal graduate study
  - b. Attending relevant lectures
  - c. Attending workshops, seminars, and institutes
2. **Faculty Affairs Awards**
  - a. Faculty are highly encouraged to support each other in collaborative research and other scholarly endeavors. The following awards are given to deserving faculty each academic year:
    1. Excellence in Part-Time Teaching
    2. Excellence in Full-Time Teaching
    3. Excellence in Scholarship
    4. Excellence in Service

## **VII. Faculty Performance**

### **A. Annual Evaluation**

1. Preparing Academic Portfolios can be a daunting task. It is vital that junior faculty seek the mentorship and guidance from senior faculty and department chairs for suggestions and improvement. They should also refer to section 4.05.02.6 “Documentation: The Faculty Portfolio” in the [MGA Faculty Handbook](#). Another good resource that can be utilized in preparing the Academic portfolio is: Seldin, Peter and J. Elizabeth Miller. The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service. Josey-Bass, 2009.
2. See section 4.05.02.2 Annual Evaluation in [MGA Faculty Handbook](#)
3. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage. All criteria will be measured using this five-point Likert scale:
  - 1 – Does Not Meet Expectations
  - 2 – Needs Improvement
  - 3 – Meets Expectations
  - 4 – Exceeds Expectations
  - 5 – Exemplary
4. As stated in the [MGA Faculty Handbook](#), “The [Board of Regents policy 8.3.7.3](#) stipulates that faculty applying for tenure must demonstrate noteworthy achievement in at least two of the five evaluations categories:
  1. Excellence and effectiveness in teaching and instruction;
  2. Outstanding involvement in student success activities;
  3. Academic achievement, as appropriate to the institution’s mission;
  4. Outstanding service to the institution, along with the profession or community; and
  5. Professional growth and development.
5. The [Board of Regents policy 8.3.6.1](#) stipulates that faculty applying for promotion should demonstrate noteworthy achievement in at least three areas:
  1. Excellence and effectiveness in teaching and instruction;

2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to MGA's mission;
4. Outstanding service to the institution, along with the profession or community; and
5. Continuous professional growth and development.

**B. Promotion**

1. See [USG Policy 4.6 Award of Promotion.](#)

**C. Tenure**

1. See [USG Policy 4.5 Award of Tenure.](#)

**D. Post Tenure Review**

1. See [USG Policy 4.7 Post-Tenure Review.](#)

**VIII. School and Department Committees**

**A. Service expectations**

1. Refer to [MGA Faculty Handbook](#) – Section 5.03.06

**B. Committee**

1. The School of Aviation needs to be represented on these [University Committees](#)
2. School of Aviation Committees
  - a. Curriculum Committee
  - b. Faculty Development Committee
  - c. Textbook Approval Committee
  - d. Alumni Affairs Committee
  - e. Aviation Safety Committee
  - f. Advisory Committee (Faculty Representative)

**IX. Other**

**A. [Student organizations](#) and [Student Organizations Descriptions](#)**

**B. Communication**

1. To share information and news with faculty, staff, and students, the following information is used:  
[Inside MGA online publication](#) – Deadline is 3pm on Mondays.

**C. Outside Activities**

1. Refer to [MGA Faculty Handbook](#) Policy 6.18.01 “Faculty Outside Work and Outside Consulting” concerning policies related to occupational and consulting).

#### **D. Travel**

1. All travel, whether it is intercampus travel or travel required for conference attendance, must be approved by the Department Chair or Dean as deemed appropriate. The guidelines, forms, and other information that pertain to travel are located [here](#).

#### **E. Email Signatures**

1. Information that pertains to the expected structure of institutional e-mail signature format is located [here](#).

#### **F. Directory Profile**

Faculty are expected to keep their MGA directories information up-to-date. Profiles can be updated [here](#).

#### **G. Required Pre-Authorization Actions**

1. The following actions require prior authorization/approval from the Chair (some cases the Associate Dean or Dean)
  - a. Canceling a class session (if sick, notify the Administrative Assistant and Department Chair). Faculty should observe the MGA Faculty Instructional Policies (see Handbook section 5.04)
  - b. Changing the already assigned classrooms - requires authorization from the Chair
  - c. Moving students from one section of a class to another either in a face-to-face or online class - - requires authorization from the Chair
  - d. Prior approval is required for traveling to conferences, meetings, etc. during work time – need to fill out travel authorization form. Requires authorization from the Chair and/or Dean.
  - e. Outside Occupational Activities – requires authorization from the Chair, Dean and the Provost. See [MGA Faculty Handbook](#) Policy 6.18.01.
  - f. Bringing children on campus - Faculty should observe the HR policy on bringing children on campus. As stated in the HR ....”Children of employees and students are not allowed in any high risk areas such as: laboratories, shops, studios, mechanical rooms, power plants, garages, hangars, food prep areas, or any other area containing power tools or machinery with exposed moving parts or be allowed to drive or be a passenger in any state owned vehicles including golf carts.”
  - g. Reserving conference rooms or spaces outside of Departmental spaces – requires authorization from the Chair or Dean.

#### **H. Attendance at Graduation Ceremonies**

1. All faculty are expected to attend all graduation ceremonies. Depending upon the size of the venue, Department Chairs will work with faculty members to ensure all faculty members participate as required.

#### **I. Reserving Conference Rooms**

1. Each department has access to a conference room that can be utilized for meetings and other gatherings. Please contact the Department Administrative Assistant to reserve the space in advance.

#### **J. Reserving Academic Space**

1. Please contact your Administrative Assistant in order to reserve spaces. Click [here](#) for details that pertain to each campus.

**K. Employee Mental Health Services**

1. Every employee should take advantage of the USG's mental health services as needed. The USG Employee Assistance Program is a wonderful resource that is available to all. Visit the [Human Resources' Wellness website](#) for more information. All counseling services are completely confidential.

**L. Student Mental Health Services**

1. If faculty or staff notice that a student may be in need of counseling services, they should refer them to the student health clinic or the Be Well Mental Health Support Line at 833-910-3362. More information can be found at [Mental Health: Middle Georgia State University](#)
2. Additional student-centered services can be found at [Student Support Services](#).

*This handbook will be modified as trends in higher education and the need for new policies occur.*