



Middle Georgia
State University

School of Education & Behavioral Sciences
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Macon
Cochran
Dublin
Eastman
Warner Robins
and online everywhere

“Faculty Handbook” (rev. August 2023)

These faculty guidelines are specific to the School of Education & Behavioral Sciences. They do not duplicate or 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 these guidelines. These guidelines are intended to help faculty members better understand the culture and expectations in the School of Education & Behavioral Sciences. They also provide guidance on the expectations of faculty members in terms of teaching, student success, the Boyer model of scholarship, and service to the institution, profession and the community.

I. Statements of Vision, Mission, Values and Strategy

Vision: To be the regional leader in preparing informed, caring, and professional graduates who will transform our social world.

Mission: The School of Education & Behavioral Sciences is a dynamic academic community that brings faculty, students and community stakeholders together to inspire and empower the next generation of professionals, practitioners, and scholars.

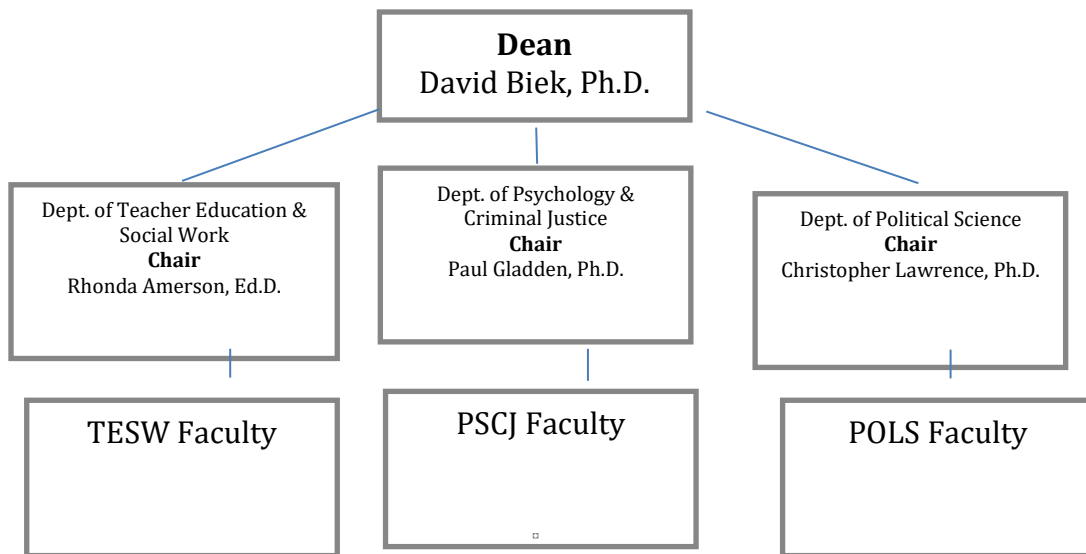
Values that undergird our mission:

- Social transformation, change agents, advocacy
- Culturally-informed, adaptable, sensitive, appreciative, respectful of differing perspectives
- Seek excellence in public service
- Lifelong learning
- Global awareness and perspective
- Sharing, communication, collaboration, transformation

Strategy to achieve our mission:

- Rigorous academic programming
- Disciplinary, interdisciplinary and applied scholarship
- Innovative partnerships
- Community engagement
- Signature experiences for every student

II. Organizational Chart



III. Policies, Expectations and Practices – USG and MGA

Editorial Note

The School of Education and Behavioral Sciences is a unit of Middle Georgia State University, which is in turn part of the University System of Georgia (USG) and governed by the Board of Regents (BoR). In the case of discrepancies between MGA or USG policy and this Handbook, MGA or USG policy will always prevail.

Additional Resources

- USG BOR Policy Manual <https://www.usg.edu/policymanual/>
- USG Academic & Student Affairs Handbook
https://www.usg.edu/academic_affairs_handbook/
- Middle Georgia State University Faculty Handbook
https://www.mga.edu/faculty-staff/docs/MGA_Faculty_Handbook.pdf
- Middle Georgia State University Policy Manual (Human Resources) <https://policies.mga.edu/>
- Middle Georgia State University Academic Catalog - Undergraduate <https://mga.smartcatalogiq.com/2022-2023/undergraduate-catalog/>
- Middle Georgia State University Academic Catalog – Graduate <https://mga.smartcatalogiq.com/2022-2023/the-office-of-graduate-studies-academic-catalog/>
- Middle Georgia State University Student Handbook and Code of Conduct
<https://www.mga.edu/student-handbook/index.php>
- Middle Georgia State University Student Policies
<https://policies.mga.edu/policy-manual/section-4-student-affairs/4-1-student-handbook-code-of-conduct/index.php>
- Middle Georgia State University FERPA Policy
<https://policies.mga.edu/policy-manual/section-10-records/10-2-ferpa.php>

IV. Policies, Expectations and Practices Specific to School

Faculty Presence – Faculty in our School are expected to be physically present on campus (holding office hours, teaching, performing scholarship and/or service) a minimum of 8 hours per week during the Fall and Spring semesters of each contract period. These hours do not have to be consecutive and may or may not overlap with (separate) office hour expectations described elsewhere.

Public-Facing Information – Faculty are expected to post their teaching and office hour schedule, along with contact information outside their office door. Additionally, faculty will maintain an accurate MGA Directory listing.
(Other policies to be added in the future, in accordance with School-level shared governance processes.)

V. Annual Evaluation of Faculty – Rubrics (Department-specific)

Default Weightings of Workload

Tenured and pre-tenure-track faculty at Middle Georgia State University are evaluated on their yearly performance in the areas of teaching, scholarship, and service. By default, teaching constitutes 60% of the annual evaluation, scholarship comprises 20%, and service makes up the final 20%. Faculty members may petition their Chair and Dean to adjust the evaluative weight of each of these categories for performance evaluation in the upcoming year to reflect their anticipated work more accurately within the ranges below. Deans must approve or deny proposed changes, and teaching workloads are not subject to change. Deans will report evaluative weight adjustments annually to the Assistant Provost of Faculty Development.

Teaching: 50-70%
Scholarship: 10-30%
Service: 10-30%

Faculty should state specific goals for the evaluation of their performance in relation to these categories

Non-tenure-track faculty have 100% Teaching expectations, unless otherwise specified or assigned.

Information Sources for Tenure, Promotion, Review and Evaluation

1. Please refer to specific portions of the Faculty Handbook for any/all references to annual evaluation (4.05.02.2) and expectations for Promotion (4.06), Tenure (4.07), and Post-Tenure Review (4.05.02.5).
2. For administrative faculty, please refer to section 5.03.01 of the Faculty Handbook.

Criteria for Promotion

8.3.6.1 Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

- a. Excellent teaching and effectiveness in instruction;
- b. Noteworthy involvement in student success activities;
- a. Noteworthy professional service to the institution or the community;
- b. Noteworthy research, scholarship, creative activity, or academic achievement; and,
- c. Continuous professional growth and development.

*Note about Student Success activities: The MGA Faculty Senate decided that student success activities **are embedded** into teaching, research/scholarship, and service.

Department of Psychology and Criminal Justice

Criteria for Professional Performance that Meets Expectations

Tenure-track or tenured faculty shall be evaluated in three areas – teaching, scholarship, and service.

Lecturers are solely evaluated in the area of teaching.

The Dean and Chair shall identify progressive expectations for rank and early career status. Aspects of a faculty member's conduct that impact professional performance, positively or negatively, will be addressed in the evaluation of these performance areas.

Teaching

Excellence in teaching is the primary goal of the faculty of the Department of Psychology and Criminal Justice. To ensure fairness in evaluating teaching, a definition and rubric is included below.

Definition of teaching performance

Consideration of teaching performance must include, but need not be limited to, the following: self-evaluation and student evaluations conducted through the on-line process established by MGA. Consideration will be given to a faculty member's commitment to evidence-based innovations in teaching, e.g., development of new course activities, teaching methodologies and curriculum resources.

Performance Rubric for Teaching					
	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Course Design, Delivery, and Management	Courses are poorly designed, delivered, and/or managed.	Courses need improvement in design, delivery, and/or management.	Courses are effectively designed, delivered, and managed.	Courses are exceptionally designed, delivered, and/or managed.	Courses are exemplary in design, delivery, and/or management and serve as a model for excellence in the school.
Student Satisfaction/Ratings of Teaching Effectiveness (quantitative and qualitative)	Overall, student evaluation ratings and comments suggest widespread/high levels of student dissatisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and/or comments suggest moderate dissatisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and comments indicate acceptable levels of student satisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and/or comments suggest moderately high (above average) satisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and/or comments suggest exceptionally high satisfaction with experience of instructor's courses/their learning experience.
Engagement in Student Success Activities	The faculty member is not engaged in student success activities within the area of teaching.	The faculty member is not substantially engaged in student success activities within the area of teaching and improvement.	The faculty member is substantially engaged in student success activities within the area of teaching.	The faculty member is strongly engaged in multiple student success activities within the area of teaching.	The faculty member serves as a model and/or leader in student success in the department/school. The faculty member is engaged in numerous student success activities within the teaching arena.

Innovation/ Continuous Improvement	The faculty member does not innovate and/or does not demonstrate commitment to continuous improvement.	The faculty member needs improvement in the arena of innovation and/or demonstration of commitment to continuous improvement.	The faculty member innovates in the classroom and demonstrates commitment to continuous improvement (Note: May include new course prep.)	The faculty member is highly innovative in the classroom and demonstrates exceptional commitment to continuous improvement.	The faculty member serves as a model and/or leader in innovation and delivers continuous improvement in the classroom.
Annual Evaluation Metric for Teaching					
Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary	
Does not meet expectations in any teaching categories.	Meets expectations in some but not all teaching categories.	Meets expectations in all categories.	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period.	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period; achieves “exemplary” in one or more categories over the review period.	

Scholarship

Tenure-track and tenured faculty are expected to participate in on-going professional development to maintain and enhance their professional qualifications. Scholarship is an important component of faculty life at MGA and, due to the mission of the University, may manifest itself in different venues/forms. To ensure that faculty efforts are examined with fairness, a definition and rubric are included below.

Definition

Research and scholarship refer to conducting, disseminating and publishing empirical research, scholarly studies, literature reviews or syntheses of previous scholarly research, or the scholarship of application (as in the “Boyer model”). Examples of scholarship include:

- Peer-reviewed/refereed publications, scholarly book chapters, and commentaries.
- Publications that advance the work of the profession, e.g., newspaper articles, media consultations; Public scholarship (e.g., interview applying scholarly expertise).
- Presentations at professional conferences.
- Documented “pre-publication activities” (e.g., IRB submission, documented efforts at data collection or analysis, work on manuscripts).
- Application of one’s expertise in the community in such a way that results in information that is presented to and evaluated by scholarly peers.
- Consulting/training applying scholarly expertise (e.g., leading professional development seminar).
- Grant submission/grant writing for scholarly activity, editorial work for newsletters, quarterly reports, or journals, including editorial board membership and pre-publication reviews;
- Published reviews of books, textbooks, or articles;
- Empirical course development research;
- Institutional research

Note: Not all scholarly activities are equal. For example, peer-reviewed publications in professional journals are weighted more heavily than “public scholarship.” Collecting extensive empirical data and publishing a research report is more substantial than a brief written commentary on published work.

“Predatory journal”, “Vanity press,” self-published, or “pay-to-play” publications will not ordinarily be counted as publications. “Duplicate publications,” which includes presenting the same research on multiple occasions at different conferences or over more than one calendar/evaluation year, will also not count as additional publications.

Performance Rubric for Scholarship

Note: In addition to primary scholarly work, scholarly activity that focuses on student success (e.g., directing student research or the scholarship of teaching and learning (SoTL)) will be considered in annual evaluation of faculty's engagement in student success and during tenure, promotion, and post tenure review evaluation.

	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Scholarly Activity/Productivity	No evidence provided or inadequate scholarly work in any area during evaluation year; does not show evidence of making substantive progress towards scholarly goals.	Shows some minimal evidence of making progress towards scholarly work, but has not submitted/completed scholarly work during evaluation year; little or no evidence of substantial progress toward peer-reviewed publications or directing of student research.	Evidence reflects submission/completion of at least 1 scholarly project (e.g., peer-reviewed publication, peer-reviewed book chapter, professional conference presentation; grant submission); Or, shows substantial work towards major scholarly submission (e.g., peer-reviewed publication); has documented progress towards achieving scholarly goals; Or, directed at least 1 student-led student	Evidence shows significantly more scholarly work than the minimum to "meet expectations" (e.g., more than 1 scholarly publication; documented progress towards multiple research projects or student-led research projects during evaluation year)	Completed 2 or more peer-reviewed scholarly works during evaluation year. Evidence reflects a quantity and/or quality of research that is noteworthy or exceptional.

			research project during evaluation year, including honors and independent study projects.		
Student Success Activities for Scholarship	No significant documentable, participation in student success activities for scholarship.	Has some participation in student success activities for scholarship, but without evidence of any significant productivity.	Significant documentable, participation in student success activities for scholarship with evidence of productivity.	Significant, documentable participation in multiple student success activities for scholarship. Or, documented extensive participation in one major student success activity for scholarship.	Extensive participation in multiple student success activities for scholarship with documentable productivity; The faculty member is a model of leadership in Student Success – related activities for scholarship for the department/school.

Annual Evaluation Metric for Scholarship				
Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Does not meet expectations in both of the two scholarship categories over the review period (scholarly activity/productivity AND student success activities for scholarship).	Shows some minimal evidence of making progress towards scholarly work, but did not “meet expectations” in scholarly activity category during evaluation year; No or inadequate evidence or progress toward scholarly publications, presentations, grant writing, or student scholarship.	Meets expectations in all categories.	Exceeds expectations in one or more of <i>either</i> “Scholarly activity/productivity” or “student success activities for scholarship”.	Exceeds expectations in both “Scholarly activity/productivity” or “student success activities for scholarship”. Or, The faculty member is a model of scholarly productivity for department/school.

Service

Service is another major role of tenured and tenure-track faculty at MGA. To ensure fairness in measurement, a definition and rubric are included below.

Definition

Service involves providing assistance to others based on professional qualifications in a variety of services to the Department, School, University, and community including committee work, student mentoring, collaboration with colleagues, support of students and alumni, and community involvement. This can occur through a variety of service opportunities such as:

- Being elected to and serving on the Faculty Senate;
- Serving as a member of a department, school or university committee, board, council or task force;
- Serving as Chair of a department, school or university committee, board, council or task force;
- Serving as faculty advisor to a department, school or university student organization;
- Special assignment by the Dean for the Department, School or University;
- Participating as a member or Chair of a community committee or board;
- Serving as an advisor, consultant or invited speaker to a community organization;
- Consultation, leadership, and advocacy work with local social work/public service community/state organizations and or councils;
- Serving as an officer or board member of a state, regional, national, or international professional organization;
- Serving as advisor or consultant to a professional review board or accrediting organization;
- Serving as an editor, board member or reviewer for a scholarly journal;

Performance Rubric for Service

Note: There is no expectation that a faculty member “meet expectations” in both categories of committee work/administrative assignment AND community/professional service each year, however, service related to student success is expected on an annual basis.

	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Committee Work and Administrative Assignment	No significant documentable, participation on committees/ boards, the Senate and/or administrative assignments; no evidence of productivity/participation.	Has some participation on committees/ boards, the Senate and/or administrative assignments but without evidence of any significant productivity; Or, inconsistent/inadequate participation on committee/administrative assignment.	Active membership and participation in one or more committees/ boards, the Senate and/or administrative assignment.	Significant, documentable participation on multiple committees/boards, the Senate, and/or administrative assignments; OR Significant leadership roles (e.g., Committee Chair). OR Documentable productivity/excellence connected to committees or administrative appointments with significant deliverables (includes curriculum development for unit programs)	Extensively involved with multiple committees/boards, the Senate, and/or administrative assignments with significant deliverables, AND Significant leadership roles (e.g., Committee Chair). AND The faculty member is a model of leadership in Committee Work and/or Administrative Assignments for the department/school.

Student Success Service (e.g., Student Engagement, Support, and/or Recruitment)	No significant documentable, participation in engagement, support, or recruitment activities; no evidence of productivity.	Has some participation in engagement, support, or recruitment activities but without evidence of any significant productivity.	Significant documentable, participation in engagement, support, or recruitment activities with evidence of productivity.	Significant, documentable participation in multiple student engagement, support, or recruitment activities. OR Significant leadership roles in student success service. OR Documentable productivity/excellence connected to student engagement, support, and recruitment; successful creation of new programs or projects.	Extensive participation in multiple student engagement, support, or recruitment activities or creation of new programs or projects with documentable success. AND Significant leadership roles in student success service; AND The faculty member is a model of leadership in Student Success Service for the department/school.
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Community or Professional Service Performance Rubric				
Does Not Meet		Meets		
Did not participate in community or professional service		Participated in community or professional service		
Annual Evaluation Metrics for Service				
Does Not Meet	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Does not meet expectations in any of the two service categories over the review period (i.e., “Committee Work and Administrative Assignment” or “Community or Professional Service”) AND does not meet “Student Success Service” expectations.	Does not meet expectations in one of the two service categories over the review period (i.e., “Committee Work and Administrative Assignment” or “Community or Professional Service”); Faculty meets “Student Success Service” expectations.	Meets expectations in at least one of <i>either</i> “Committee Work and Administrative Assignment” or “Community or Professional Service”; as well as “Student Success Service” .	Exceeds expectations in one or more of <i>either</i> “Committee Work and Administrative Assignment” or “Community or Professional Service” and at least meets “Student Success Service” expectations.	Exceeds expectations in terms of both “Committee Work and Administrative Assignment” or “Community or Professional Service” AND also in “Student Success Service” . The faculty member is a model of service leadership for the department/school.

Revised August 2023

Department of Political Science

Criteria for Professional Performance that Meets Expectations

Tenure-track or tenured faculty shall be evaluated in three areas – teaching, scholarship, and service.

Lecturers and part-time faculty are solely evaluated in the area of teaching.

The Dean and Chair shall identify progressive expectations for rank and early career status. Aspects of a faculty member's conduct that impact professional performance, positively or negatively, will be addressed in the evaluation of these performance areas.

Teaching

Excellence in teaching is the primary goal of the faculty of the Department of Political Science. To ensure fairness in evaluating teaching, a definition and rubric is included below.

Definition of teaching performance

Consideration of teaching performance must include, but need not be limited to, the following: self-evaluation and student evaluations conducted through the on-line process established by MGA. Consideration should be given to faculty member's commitment to evidence-based innovations in teaching, e.g., development of new course activities, teaching methodologies and curriculum resources. The self-evaluation should address more than one of these categories:

- Teaching effectiveness.
- Command of one's content area.
- Appropriate use of diverse pedagogies.
- Innovative teaching and assessment strategies.
- Application of appropriate digital new media technologies.

Student evaluations of teaching

The department is aware of substantial research documenting serious biases in perceptions of teaching effectiveness by students, including—but not limited to—biases that may be associated with student and faculty gender, race, ethnicity, national origin, age, sexual orientation, gender expression and identity, religious identity, political beliefs, veteran status, and disabilities. Accordingly, *to the extent permissible by university and system policy*, the department disregards both quantitative and qualitative assessments based on anonymous evaluations completed by students and other untrained observers as a means of evaluating faculty.

Performance Rubric for Teaching					
	Does Not Meet Expectations (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)	Exemplary (5)
Course Design, Delivery, and Management	Courses are poorly designed, delivered, and/or managed.	Courses need improvement in design, delivery, and/or management.	Courses are effectively designed, delivered, and managed.	Courses are exceptionally designed, delivered, and/or managed.	Courses are exemplary in design, delivery, and/or management and serve as a model for excellence in the school.
Self-Reflection	No evidence of self-reflection on teaching.	Lack of specific insights gained from teaching experiences and/or student feedback.	Evidence of specific insights gained from teaching experiences and/or student feedback.	Evidence of application of specific insights to make demonstrated improvements in teaching.	Application of insights to make demonstrated improvements in teaching at a level that is a model for excellence in the school.
Engagement in Student Success Activities	The faculty member is not engaged in student success activities within the area of teaching.	The faculty member is not substantially engaged in student success activities within the area of teaching.	The faculty member is substantially engaged in student success activities within the area of teaching.	The faculty member is strongly engaged in multiple student success activities within the area of teaching.	The faculty member serves as a model and/or leader in student success in the department and/or school. The faculty member is engaged in numerous student success activities within the teaching arena.
Innovation/ Continuous Improvement	The faculty member does not innovate and/or does not demonstrate commitment to continuous improvement.	The faculty member needs improvement in the arena of innovation and/or demonstration of commitment to continuous improvement.	The faculty member innovates in the classroom and demonstrates commitment to continuous improvement (Note: May include new course prep.)	The faculty member is highly innovative in the classroom and demonstrates exceptional commitment to continuous improvement.	The faculty member serves as a model and/or leader in innovation and delivers continuous improvement in the classroom.

Annual Evaluation Metric for Teaching				
Does Not Meet Expectations (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)	Exemplary (5)
Does not meet expectations in any teaching categories.	Meets expectations in some but not all teaching categories.	Meets expectations in all categories.	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period.	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period; achieves “exemplary” in one or more categories over the review period.

Scholarship

Tenure-track and tenured faculty are expected to participate in on-going professional development to maintain and enhance their professional qualifications. Scholarship is an important component of faculty life at MGA and, due to the mission of the University, may manifest itself in different venues. To ensure that faculty efforts are examined with fairness and equity, a definition, evaluation scale, and chart with required elements are below.

Definition

Research and scholarship refer to conducting, disseminating, and publishing empirical research, scholarly studies, literature reviews or syntheses of previous scholarly research, or the scholarship of application (as in the “Boyer model”). Examples of scholarship include:

- Peer-reviewed/refereed publications, scholarly book chapters, and commentaries.
- Publications that advance the work of the profession, e.g., newspaper articles, media consultations; public scholarship (e.g., interview applying scholarly expertise).
- Presentations at professional conferences.
- Documented “pre-publication activities” (e.g., IRB submission, documented efforts at data collection or analysis, work on manuscripts).
- Application of one’s expertise in the community in such a way that results in information that is presented to and evaluated by scholarly peers.
- Consulting/training applying scholarly expertise (e.g., leading professional development seminar).
- Grant submission/grant writing for scholarly activity, editorial work for newsletters, quarterly reports, or journals, including editorial board membership and pre-publication reviews.
- Published reviews of books, textbooks, or articles.
- Empirical course development research.
- Institutional research.

Note: Not all scholarly activities are equal. For example, peer-reviewed publications in professional journals are weighted more heavily than “public scholarship.” Collecting extensive empirical data and publishing a research report is more substantial than a brief written commentary on published work.

“Predatory journal”, “Vanity press,” self-published, or “pay-to-play” publications will not ordinarily be counted as publications. “Duplicate publications,” which includes presenting the same research on multiple occasions at different conferences or over more than one calendar/evaluation year, without substantial evidence of revisions between iterations or progress toward publication, will also not count as additional scholarship.

Performance Rubric for Scholarship

Note: In addition to primary scholarly work, scholarly activity that focuses on student success (e.g., directing student research or the scholarship of teaching and learning (SoTL)) will be considered in annual evaluation of faculty's engagement in student success and during tenure, promotion, and post tenure review evaluation.

	Does Not Meet Expectations (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)	Exemplary (5)
Scholarly Activity/Productivity	No evidence provided or inadequate scholarly work in any area during evaluation year; does not show evidence of making substantive progress towards scholarly goals.	Shows some minimal evidence of making progress towards scholarly work, but has not submitted or completed scholarly work during evaluation year; little or no evidence of substantial progress toward peer-reviewed publications or directing of student research.	Evidence reflects submission/completion of at least one scholarly project (e.g., peer-reviewed publication, peer-reviewed book chapter, professional conference presentation; grant submission), or shows substantial work towards major scholarly submission (e.g., peer-reviewed publication); has documented progress towards achieving scholarly goals; Or, directed at least one student-led student research project during evaluation year, including honors and independent study projects.	Evidence shows significantly more scholarly work than the minimum to "meet expectations" (e.g., more than one scholarly publication; documented progress towards multiple research projects or student-led research projects during evaluation year)	Completed two or more peer-reviewed scholarly works during evaluation year. Evidence reflects a quantity and/or quality of research that is noteworthy or exceptional.
Student Success Activities for Scholarship	No significant documentable, participation in student success activities for scholarship.	Has some participation in student success activities for scholarship, but without evidence of any significant productivity.	Significant documentable, participation in student success activities for scholarship with evidence of productivity.	Significant, documentable participation in multiple student success activities for scholarship. Or, documented extensive	Extensive participation in multiple student success activities for scholarship with documentable productivity; The faculty member is a model of leadership in

	participation in one major student success activity for scholarship.	Student Success –related activities for scholarship for the department/school.
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Overall, Annual Evaluation Metric for Scholarship				
Does Not Meet Expectations (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)	Exemplary (5)
Does not meet expectations in both of the two scholarship categories over the review period (scholarly activity/productivity AND student success activities for scholarship).	Shows some minimal evidence of making progress towards scholarly work, but did not “meet expectations” in scholarly activity category during evaluation year; No or inadequate evidence or progress toward scholarly publications, presentations, grant writing, or student scholarship.	Meets expectations in all categories.	Exceeds expectations in one or more of <i>either</i> “Scholarly activity/productivity” or “student success activities for scholarship”.	Exceeds expectations in both “Scholarly activity/productivity” or “student success activities for scholarship”. Or, the faculty member is a model of scholarly productivity for department/school.

Service

Service is another major role of tenured and tenure-track faculty at MGA. To ensure fairness in measurement, a definition and rubric are included below.

Definition

Service involves providing assistance to others based on professional qualifications in a variety of services to the Department, School, University, and community including committee work, student mentoring, collaboration with colleagues, support of students and alumni, and community involvement. This can occur through a variety of service opportunities such as:

- Being elected to and serving on the Faculty Senate.
- Serving as a program coordinator or director for a degree program.
- Serving as a member of a departmental, school, or university committee, board, council or task force.
- Serving as chair of a departmental, school, or university committee, board, council or task force.
- Serving as faculty advisor to a departmental, school or university student organization.
- Assigned mentor to new or novice faculty colleague.
- Special assignment by the Dean for the Department, School or University.
- Participating as a member or chair of a community committee or board.
- Serving as an advisor, consultant or invited speaker to a community organization.
- Consultation, leadership, and advocacy work with local social work/public service community/state organizations and or councils.
- Serving as an officer or board member of a state, regional, national, or international professional organization.
- Serving as advisor or consultant to a professional review board or accrediting organization.
- Serving as an editor, board member or reviewer for a scholarly journal.
- Serving as an academic reviewer for potential conference session proposals.

Performance Rubric for Service

Note: There is no expectation that a faculty member “meet expectations” in both categories of committee work/administrative assignment AND community/professional service each year, however, service related to student success is expected on an annual basis.

	Does Not Meet Expectations (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)	Exemplary (5)
Committee Work and Administrative Assignment	No significant documentable, participation on committee/ boards, the Senate and/or administrative assignments; no evidence of productivity/participation.	Has some participation on committee/ boards, the Senate and/or administrative assignments but without evidence of any significant productivity; Or, inconsistent/inadequate participation on committee/administrative assignment.	Active membership and participation in one or more committees or boards, the Senate and/or administrative assignment.	Significant, documentable participation on multiple committees/boards, the Senate, and/or administrative assignments; OR Significant leadership roles (e.g., Committee Chair). OR Documentable productivity/excellence connected to committees or administrative appointments with significant deliverables (includes curriculum development for unit programs)	Extensively involved with multiple committees/boards, the Senate, and/or administrative assignments with significant deliverables, AND Significant leadership roles (e.g., Committee Chair). AND The faculty member is a model of leadership in Committee Work and/or Administrative Assignments for the department/school.
Student Success Service (e.g., Student Engagement, Support, and/or Recruitment)	No significant documentable, participation in engagement, support, or recruitment activities; no evidence of productivity.	Has some participation in engagement, support, or recruitment activities but without evidence of any significant productivity.	Significant documentable, participation in engagement, support, or recruitment activities with evidence of productivity.	Significant, documentable participation in multiple student engagement, support, or recruitment activities. OR Significant leadership	Extensive participation in multiple student engagement, support, or recruitment activities or creation of new programs or projects with documentable success.

roles in student success
service.

OR

Documentable
productivity/excellence
connected to student
engagement, support, and
recruitment; successful
creation of new programs
or projects.

AND

Significant leadership
roles in student success
service;

AND

The faculty member is a
model of leadership in
Student Success Service for
the department/school.

Community or Professional Service Performance Rubric				
Does Not Meet		Meets		
Did not participate in community or professional service		Participated in community or professional service		
Annual Evaluation Metrics for Service				
Does Not Meet (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)	Exemplary (5)
Does not meet expectations in any of the two service categories over the review period (i.e., “Committee Work and Administrative Assignment” or “Community or Professional Service”) AND does not meet “Student Success Service” expectations.	Does not meet expectations in one of the two service categories over the review period (i.e., “Committee Work and Administrative Assignment” or “Community or Professional Service”); Faculty meets “Student Success Service” expectations.	Meets expectations in at least one of <i>either</i> “Committee Work and Administrative Assignment” or “Community or Professional Service”; as well as “Student Success Service”.	Exceeds expectations in one or more of <i>either</i> “Committee Work and Administrative Assignment” or “Community or Professional Service” and at least meets “Student Success Service” expectations.	Exceeds expectations in terms of both “Committee Work and Administrative Assignment” or “Community or Professional Service” AND also in “Student Success Service”. The faculty member is a model of service leadership for the department/school.

Revised August 2023

Department of Teacher Education and Social Work

Criteria for Professional Performance that Meets Expectations

Tenure-track or tenured faculty shall be evaluated in three areas – teaching, scholarship, and service.

Lecturers are solely evaluated in the area of teaching.

The Dean and Chair shall identify progressive expectations for rank and early career status. Aspects of a faculty member's conduct that impact professional performance, positively or negatively, will be addressed in the evaluation of these performance areas.

Teaching

Excellence in teaching is the primary goal of the faculty of the Department of Teacher Education and Social Work. To ensure fairness in evaluating teaching, a definition and rubric is included below.

Definition of teaching performance

Consideration of teaching performance must include, but need not be limited to, the following: self-evaluation and student evaluations conducted through the on-line process established by MGA. Consideration will be given to a faculty member's commitment to evidence-based innovations in teaching, e.g., development of new course activities, teaching methodologies and curriculum resources.

Performance Rubric for Teaching					
	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Course Design, Delivery, and Management	Courses are poorly designed, delivered, and/or managed.	Courses need improvement in design, delivery, and/or management.	Courses are effectively designed, delivered, and managed.	Courses are exceptionally designed, delivered, and/or managed.	Courses are exemplary in design, delivery, and/or management and serve as a model for excellence in the school.
Student satisfaction/ratings of teaching effectiveness (quantitative and qualitative)	Overall, student evaluation ratings and comments suggest widespread/high levels of student dissatisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and/or comments suggest moderate dissatisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and comments indicate acceptable levels of student satisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and/or comments suggest moderately high (above average) satisfaction with experience of instructor's courses/their learning experience.	Overall, student evaluation ratings and/or comments suggest exceptionally high satisfaction with experience of instructor's courses/their learning experience.
Engagement in Student Success Activities	The faculty member is not engaged in student success activities within the area of teaching.	The faculty member is not substantially engaged in student success activities within the area of teaching. and needs improvement.	The faculty member is substantially engaged in student success activities within the area of teaching.	The faculty member is strongly engaged in multiple student success activities within the area of teaching.	The faculty member serves as a model and/or leader in student success in the department/school. The faculty member is engaged in numerous student success activities within the teaching arena.

Innovation/ Continuous Improvement	The faculty member does not innovate and/or does not demonstrate commitment to continuous improvement.	The faculty member needs improvement in the arena of innovation and/or demonstration of commitment to continuous improvement.	The faculty member innovates in the classroom and demonstrates commitment to continuous improvement (Note: May include new course prep or an experiential learning program.)	The faculty member is highly innovative in the classroom and demonstrates exceptional commitment to continuous improvement.	The faculty member serves as a model and/or leader in innovation and delivers continuous improvement in the classroom.
Annual Evaluation Metric for Teaching					
Does not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary	
Does not meet expectations in any teaching categories.	Meets expectations in some but not all teaching categories.	Meets expectations in all categories	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period.	In addition to meeting all expectations, exceeds expectations in two or more teaching categories over the review period; achieves “exemplary” in one or more categories over the review period.	

Scholarship

Definition

Research and scholarship refer to conducting, disseminating and publishing empirical research, scholarly studies, literature reviews or syntheses of previous scholarly research, or the scholarship of application (as in the “Boyer model”). Examples of scholarship include:

- Peer-reviewed/refereed publications, scholarly book chapters, and commentaries.
- Publications that advance the work of the profession, e.g., newspaper articles, media consultations; Public scholarship (e.g., interview applying scholarly expertise).
- Presentations at professional conferences.
- Documented “pre-publication activities” (e.g., IRB submission, documented efforts at data collection or analysis, work on manuscripts),
- Application of one’s expertise in the community in such a way that results in information that is presented to and evaluated by scholarly peers.
- Consulting/training applying scholarly expertise (e.g., leading professional development seminar.
- Grant submission/grant writing for scholarly activity, editorial work for newsletters, quarterly reports, or journals, including editorial board membership and pre-publication reviews;
- Published reviews of books, textbooks, or articles;
- Empirical course development research;
- Institutional research;

Note: Not all scholarly activities are equal. For example, peer-reviewed publications in professional journals are weighted more heavily than “public scholarship.” Collecting extensive empirical data and publishing a research report is more substantial than a brief written commentary on published work.

“Predatory journal”, “Vanity press,” self-published, or “pay-to-play” publications will not ordinarily be counted as publications. “Duplicate publications”, which includes presenting the same research on multiple occasions at different conferences or over more than one calendar/evaluation year, will also not count as additional publications.

Performance Rubric for Scholarship

Note: In addition to primary scholarly work, scholarly activity that focuses on student success (e.g., directing student research or the scholarship of teaching and learning (SoTL)) will be considered in annual evaluation of faculty's engagement in student success and during tenure, promotion, and post tenure review evaluation.

	Does not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Scholarly Activity/Productivity	No evidence provided or inadequate scholarly work in any area during evaluation year; does not show evidence of making substantive progress towards scholarly goals.	Shows some minimal evidence of making progress towards scholarly work, but has not submitted/completed scholarly work during evaluation year; little or no evidence of substantial progress toward peer-reviewed publications or directing of student research.	Evidence reflects submission/completion of at least 1 scholarly project (e.g., peer-reviewed publication, peer-reviewed book chapter, professional conference presentation; grant submission); Or, shows substantial work towards major scholarly submission (e.g., peer-reviewed publication); has documented progress towards achieving scholarly goals; Or, directed at least 1 student-led student research project during evaluation year, including honors and	Evidence shows significantly more scholarly work than the minimum to "meet expectations" (e.g., more than 1 scholarly publication; documented progress towards multiple research projects or student-led research projects during evaluation year)	Completed 2 or more peer-reviewed scholarly works during evaluation year. Evidence reflects a quantity and/or quality of research that is noteworthy or exceptional.

			independent study projects.		
Student Success Activities for Scholarship	No significant documentable, participation in student success activities for scholarship.	Has some participation in student success activities for scholarship, but without evidence of any significant productivity.	Significant documentable, participation in student success activities for scholarship with evidence of productivity.	Significant, documentable participation in multiple student success activities for scholarship. Or, documented extensive participation in one major student success activity for scholarship.	Extensive participation in multiple student success activities for scholarship with documentable productivity; The faculty member is a model of leadership in Student Success – related activities for scholarship for the department/school.

Annual Evaluation Metric for Scholarship

Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Does not meet expectations in both of the two scholarship categories over the review period (scholarly activity/productivity AND student success activities for scholarship).	Shows some minimal evidence of making progress towards scholarly work, but did not “meet expectations” in scholarly activity category during evaluation year; No or inadequate evidence or progress toward scholarly publications, presentations, grant writing, or student scholarship.	Meets expectations in all categories.	Exceeds expectations in one or more of <i>either</i> “Scholarly activity/productivity” or “student success activities for scholarship”.	Exceeds expectations in both “Scholarly activity/productivity” or “student success activities for scholarship”. Or, The faculty member is a model of scholarly productivity for department/school.

Service

Service is another major role of tenured and tenure-track faculty at MGA. To ensure fairness in measurement, a definition and rubric are included below.

Definition

Service involves providing assistance to others based on professional qualifications in a variety of services to the Department, School, University, and community including committee work, student mentoring, collaboration with colleagues, support of students and alumni, and community involvement. This can occur through a variety of service opportunities such as:

- Being elected to and serving on the Faculty Senate;
- Serving as a member of a department, school or university committee, board, council or task force;
- Serving as Chair of a department, school or university committee, board, council or task force;
- Serving as faculty advisor to a department, school or university student organization;
- Special assignment by the Dean for the Department, School or University;
- Participating as a member or Chair of a community committee or board;
- Serving as an advisor, consultant or invited speaker to a community organization or school;
- Consultation, leadership, and advocacy work with local social work/public service community/state organizations and or councils;
- Serving as an officer or board member of a state, regional, national, or international professional organization;
- Serving as advisor or consultant to a professional review board or accrediting organization;
- Serving as an editor, board member or reviewer for a scholarly journal;
- Serving on an accreditation site visit team
- Serving as a judge for a scholarship competition or teacher of the year competition
- Serving on a dissertation committee
- Mentoring new faculty, students, and graduates

Performance Rubric for Service

Note: There is no expectation that a faculty member “meet expectations” in both categories of committee work/administrative assignment AND community/professional service each year, however, service related to student success is expected on an annual basis.

	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Committee Work and Administrative Assignment	No significant documentable, participation on committee/ boards, the Senate and/or administrative assignments; no evidence of productivity/participation.	Has some participation on committee/ boards, the Senate and/or administrative assignments but without evidence of any significant productivity; Or, inconsistent/inadequate participation on committee/administrative assignment.	Active membership and participation in one or more committee/ boards, the Senate and/or administrative assignment.	Significant, documentable participation on multiple committees/boards, the Senate, and/or administrative assignments; OR Significant leadership roles (e.g., Committee Chair). OR Documentable productivity/excellence connected to committees or administrative appointments with significant deliverables (includes curriculum	Extensively involved with multiple committees/boards, the Senate, and/or administrative assignments with significant deliverables, AND Significant leadership roles (e.g., Committee Chair). AND The faculty member is a model of leadership in Committee Work and/or Administrative Assignments for the department/school.

				development for unit programs)	
Student Success Service (e.g., Student Engagement, Support, and/or Recruitment)	No significant documentable, participation in engagement, support, or recruitment activities; no evidence of productivity.	Has some participation in engagement, support, or recruitment activities but without evidence of any significant productivity.	Significant documentable, participation in engagement, support, or recruitment activities with evidence of productivity.	Significant, documentable participation in multiple student engagement, support, or recruitment activities. OR Significant leadership roles in student success service. OR Documentable productivity/excellence connected to student engagement, support, and recruitment; successful creation of new programs or projects.	Extensive participation in multiple student engagement, support, or recruitment activities or creation of new programs or projects with documentable success. AND Significant leadership roles in student success service; AND The faculty member is a model of leadership in Student Success Service for the department/school.

Community or Professional Service Performance Rubric				
Does Not Meet		Meets		
Did not participate in community or professional service		Participated in community or professional service		
Annual Evaluation Metrics for Service				
Does Not Meet	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
Does not meet expectations in any of the two service categories over the review period (i.e., “Committee Work and Administrative Assignment” or “Community or Professional Service”) AND does not meet “Student Success Service” expectations.	Does not meet expectations in one of the two service categories over the review period (i.e., “Committee Work and Administrative Assignment” or “Community or Professional Service”); Faculty meets “Student Success Service” expectations.	Meets expectations in at least one of <i>either</i> “Committee Work and Administrative Assignment” or “Community or Professional Service”; as well as “Student Success Service”.	Exceeds expectations in one or more of <i>either</i> “Committee Work and Administrative Assignment” or “Community or Professional Service” and at least meets “Student Success Service” expectations.	Exceeds expectations in terms of both “Committee Work and Administrative Assignment” or “Community or Professional Service” AND also in “Student Success Service”. The faculty member is a model of service leadership for the department/school.