I.   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 <u>minimum</u> 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.)

II.   Annual Evaluation of Faculty   Rubrics (Department-specific)

<u>Department of Psychology and Criminal Justice</u>

Criteria for Professional Performance that Meets Expectations
Tenure-track or tenured faculty shall be evaluated in three areas – teaching effectiveness, scholarly achievement, and service achievement as described in the following sections.

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

The Dean and Chair shall identify and articulate progressive expectations for rank and early career status. Aspects of a faculty member's conduct that impact professional pcul   ofe   onduct   s   r   d

	Exceeds Expectations	Meets Expectations	Needs Improvement
Overall **Teaching**	Exceeds expectations in <u>multiple</u> categories.	Meets or exceeds expectations in <u>all</u> categories, as applicable.	No evidence provided, or fails to meet or exceed expectations in one category or more.
	Components		

Professionalism in teaching   Substantial, documented

Peer and/or department chair evaluations (if applicable)	Highly positive feedback from multiple sources: students, peers, advisees, and other department participants (e.g., being viewed as a mentor and resource by colleagues).	Generally positive feedback from students, advisees, peers, and other department participants.	Significant negative feedback from students, peers, advisees, or department participants.
Student Evaluations	Student evaluations in the 4.2 -5.0 range on main teaching effectiveness question and several highly positive comments/few to no highly negative comments	Student evaluations in 3.5-4.1 range on main teaching effectiveness question and majority positive student comments/relatively few highly negative comments	Student evaluations below 3.5 on main teaching effectiveness question and/or multiple highly negative comments present.

Scholarship and professional qualifications

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 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"). This can occur through a variety of different ways such as:

Publications in refereed and non-refereed journals, books, or monographs;
Publications that advance the work of the profession, e.g., newspaper articles, media consultations;
Presentations at professional conferences;
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.
Grant writing and grant-funded projects at the local, state, or national level;
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;
Public scholarship.

Note: "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 publications.

Areas of evaluation

The three levels of scholarship and professional qualifications are "Exceeds Expectations," "Meets Expectations," and "Needs Improvement." These are differentiated in the chart below. "Meets Expectations" performance is the minimum acceptable level for tenure-track and tenured faculty in the Department of Psychology and Criminal Justice. The evaluation tool is designed to reward faculty strengths and expertise as well as provide needs assessment for knowledge, skills and performance.

"Exceeds Expectations" performance reflects a quantity and/or quality of activity that is notable. Specifically, the faculty member has developed a statewide, regional or national level of peer recognition for scholarship in at least one academic area of study.

"Meets Expectations" requires one 'written submission' per year OR documented evidence of scholarly activity in area, as described below.

"Needs Improvement" indicates that inadequate scholarly work has been conducted at the local, state, or national level or insufficient evidence of professional development.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Public Scholarship	Multiple media appearances or at least one national or international mass media appearance applying scholarly expertise to public problems; national or international prominence as an expert on public social media.	At least one mass media appearance or interview applying scholarly expertise to public problems; regularly sharing scholarly expertise on public social media.	No evidence of public scholarship.
Editorial (Referee)	Completed more than one assignment for a newsletter, quarterly report, or journal.	Completed one editorial assignment in a newsletter, quarterly report, or journal.	No evidence of editorial work.
Academic Reviewer	Published more than one review of a book, textbook, and/or article.	Published one review of a book, textbook, and/or article.	No evidence of academic publication review work.

Service
Service is another major role of tenured and tenure-track faculty at MGA. To ensure fairness and equity in measurement, a definition, evaluation scale, and chart for measuring service to the University, School, Department and, community are below. The evaluation tool is designed to reward faculty strengths and expertise as well as provide needs assessment for knowledge, skills and performance.

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, peer mentoring of new faculty, collaboration with colleagues, support of students and alumni, and community involvement. This can occur through a variety of service opportunities such as:

Elected to the Faculty Senate;
Elected as member of Department, School or University committee, board, council or task force;
Appointed or elected as Chair of a Department, School or University committee, board, council or task force;
Faculty advisor to a Department, School or University student organization;
Assigned mentor to new or novice faculty colleague;
Special assignment by the Dean for the Department, School or University;
Involvement in collaborative programs with other colleges and universities;
Member or Chair of a community committee or board;
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;
Active engagement in community activities and events;
Officer or board member of a state, regional, national, or international professional organization;
Advisor or consultant to a professional review board or accrediting organization;
Editor, board member or reviewer for a scholarly journal;

Areas of evaluation

performance reflects substantial leadership roles and service to the Department, School, and/or University (e.g., committees, boards, councils, task force or student organizations); recognized leadership and/or service to the community or profession.

performance includes sufficient service to the Department and at least one other level (e.g., service to the School, University, student organizations, to the profession and/or to the community).

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	Exceeds Expectations	Meets Expectations	Needs Improvement
Peer mentoring and new faculty interactions, commensurate with rank	Evidence of exemplary performance in peer mentoring, supporting and collaborating with new and early-career faculty.	Evidence of adequate support and collaboration with new and early-career faculty, within or outside the department.	Minimal or no evidence of meaningful interactions with new and early-career faculty.
Mentoring and student/alumni interactions	Evidence of exemplary, dynamic interactions mentoring, supporting and collaborating with students and/or alumni (e.g., mentoring students by providing research opportunities).	Evidence of adequate mentoring, supporting and collaborating with students and alumni.	Minimal or no evidence of interactions with students and alumni.
Administrative assignment to lead initiatives (if applicable)	Evidence of exemplary performance in carrying out reassigned responsibilities	Evidence of proficient performance in carrying out the responsibilities of the reassignment. (e.g., program coordinator position tasks).	Inadequate evidence of completion of assigned responsibilities.

Revised May 15, 2020

<u>Department of Political Science</u>

Criteria for Professional Performance: Tenure-track or tenured faculty shall be evaluated in three areas – teaching effectiveness, scholarly achievement, and service achievement as described in the following sections.

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

The dean and chair shall identify and articulate 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. The standards for promotion and/or tenure are articulated in a separate document.

TEACHING

	Exceeds Expectations	Meets Expectations	Needs Improvement
Overall **Teaching**	Exceeds expectations in <u>multiple</u> categories.	Meets or exceeds expectations in <u>all</u> categories, as applicable.	No evidence provided, or fails to meet or exceed expectations in one category or more.
		Components	
Professionalism in teaching	Substantial, documented evidence of routinely going above and beyond the expectations in this category.	Meets classes as expected **(face-to-face)**. Available for students in	

Scholarship and professional development: <u>Tenure-track and tenured faculty</u> 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 research and scholarly studies, the Scholarship of Teaching and Learning (SoTL), and the Scholarship of Application (as in the **Boyer model**). This can occur through a variety of different ways such as:

> Publications in refereed and non-refereed journals, books or monographs;
> Publications that advance the work of the profession, e.g., newspaper articles, media consultations;

Service: Service is another major role of <u>tenured and tenure-track</u> faculty at MGA. To ensure fairness and equity in measurement, a definition, evaluation scale, and chart for measuring service to the University, School, Department and community are below. The evaluation tool is designed to reward faculty strengths and expertise as well as provide needs assessment for knowledge, skills and performance.

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, peer mentoring of new faculty, collaboration with colleagues, support of students and alumni, and community involvement. This can occur through a variety of service opportunities such as:

> Elected to the Faculty Senate;
> Elected as member of Department, School or University committee, board, council or task force;
> Appointed or elected as Chair of a Department, School or University committee, board, council or task force;
> Faculty advisor to a Department, School or University student organization;
> Assigned mentor to new or novice faculty colleague;
> Special assignment by the Dean for the Department, School or University;
> Involvement in collaborative programs with other colleges and universities;
> Member or Chair of a community committee or board;
> 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;
> Active engagement in community activities and events;
> Officer or board member of a state, regional, national, or international professional organization;
> Advisor or consultant to a professional review board or accrediting organization;

Scholarship and professional qualifications

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 research and scholarly studies, and Scholarship of Application (see Boyer, et al). This can occur through a variety of different ways such as:

> Publications in refereed and non-refereed journals, books or monographs;
> Publications that advance the work of the profession, e.g., newspaper articles, media consultations;
> Presentations at professional conferences;
> Grant writing and grant-funded projects at the local, state, or national level;
> Editorial work for newsletters, quarterly reports, or journals;
> Published reviews of books, textbooks, or articles;
> Consultation at local, state or national level;
> Curriculum generated and customized for K-16 classrooms;
> Involvement in program accreditation and assessment efforts for regional and professional accreditation bodies, including the development of assessment plans and program evaluation.
> Development of materials that enhance social work courses: best practices, policy, training/curriculum materials for community-based agencies and advocacy).

Areas of evaluation
The three levels of scholarship and professional qualifications are Exceeds Expectations, Meets Expectations, and Needs Improvement. These are differentiated in the chart below. "Meets Expectations" performance is the Minimal or no acceptable level for tenure-track and tenured faculty in the Department of Teacher Education and Social Work. The evaluation tool is designed to reward faculty strengths and expertise as well as provide needs assessment for knowledge, skills and performance

"Exceeds Expectations" performance reflects a quantity or quality of activity

Components	Exceeds Expectations	Meets Expectations	Needs Improvement
Scholarship	Evidence reflects a quantity or quality of dissemination and professional development activity that is notable.	Evidence reflects professional development or public dissemination in one area listed above.	No evidence provided or inadequate scholarly work.
Professional Development		Evidence of participation in professional development opportunities.	No evidence of participating in professional growth and development opportunities.

Presentations
at professional

Collaborative activities	Evidence of significant collaborations with colleagues in or outside the Department, School, and/or University-wide activities.	Evidence of initiating some collaboration with colleagues.	Minimal or no with collaboration with colleagues.
State and/or local community engagement	Consistent leadership evident at the state or local community level.	Evidence of active involvement in a community organization.	Minimal or no engagement at the local community or state level.
National/ international professional organizations	Consistently acknowledged by peers and colleagues as a leader in the field. National reputation recognized in the profession.	Evidence of leadership serving on committees, task forces, or appointed offices for professional organizations.	Minimal or no involvement in professional organizations.
Peer mentoring and new faculty interactions	Evidence of exemplary performance in peer mentoring, supporting and collaborating with new and early career faculty.	Evidence of adequate support and collaboration with new faculty.	Minimal or no evidence of meaningful interactions with new faculty.
Mentoring and student/alumni interactions	Evidence of exemplary, dynamic interactions mentoring, supporting and collaborating with students and graduates.	Evidence of adequate mentoring, supporting and collaborating with students and alumni.	Minimal or no evidence of interactions with students and alumni.