

MFT Program Policy on Faculty Roles and Qualifications

Policy Availability

This policy is available to the public via the link to [Program Handbook and Policies](#) on the [MFT website](#).

MFT Program Policy on Faculty Qualifications

Accreditation Standard III, Key Element III-E: Faculty Qualifications & Responsibilities states that *“faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the program’s mission, goals, and outcomes.”*

- Faculty members will be academically, professionally, and experientially qualified to achieve the program’s mission, goals, and outcomes and must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).

MFT Faculty Roles

The MFT core program faculty are expected to play active roles in teaching, scholarship, and service as outlined by the College of Education and Human Services (COEHS) [Faculty Evaluation Model](#). The degree to which MFT professors emphasize teaching over scholarship and service may vary according to individual contracts (i.e., a non-tenure tract instructor contract may require no or little scholarship, while a tenure track assistant professor contract will require consistent production in these areas.) In addition, faculty are expected to engage in advising, mentoring students, and clinical supervision as well as maintain a minimum of 10 office hours per week. Faculty are expected to attend and participate in weekly faculty meetings, governance of the program,

MFT Faculty Qualifications

MFT core faculty will have the following professional qualifications:

1. A terminal degree (PhD) in MFT from a COAMFTE accredited program
2. Membership in AAMFT as a Clinical Fellow
3. Membership in GAMFT, the Georgia state MFT association
4. Liability insurance
5. Adoption of the AAMFT Code of Ethics as the guide for professional conduct and practice
6. Adherence to relevant PMFTPs
7. Licensure in the state of Georgia as an MFT.
8. Current continuing education credits required for biennial license renewal

MFT Faculty Evaluation

Marriage and family therapy is a moving, dynamic field, and the practice of systems-based family therapy requires faculty to stay abreast of the latest research, innovations in therapy, and changes in policy and law. Thus, faculty strive for continuous improvement, which occurs through review by self and others.

COEHS [Promotion and Tenure Performance Guidelines](#) require that faculty teaching, scholarship, and service are evaluated. Further, the MFT accreditation standards assume that faculty will be

evaluated so that the program can demonstrate faculty effectiveness in achieving its mission, PGs, and SLOs. The mechanisms for review and evaluation of faculty effectiveness are as follows:

1. **The faculty annual review (FAR)** completed by the Department Head on the program (PD) and clinical directors (CD) and all faculty,
2. **A quantitative assessment of the Program Director’s qualifications** to help the program achieve its missions, PGs, and SLOs, completed by the Department Head (see Table 1 for the template of this evaluation)
3. **A quantitative assessment of MFT faculty member’s qualifications** to help the program achieve its missions, PGs, and SLOs (see Table 1), completed by the Department Head (see Table 1 for the template of this evaluation)
4. **A quantitative assessment of MFT faculty member’s qualifications** to help the program achieve its missions, PGs, and SLOs (see Table 1), completed by the Department Head (see Table 1 for the template of this evaluation)
5. MFT Faculty Evaluation of the PD and CD (see Table 2 for the template of this evaluation).
6. **Promotion and tenure.** The P & T Guidelines outline specific benchmarks and baseline expectations that denote minimally acceptable progress toward promotion and tenure. Full time faculty members are expected to divide their time between teaching, scholarship, and service, with an emphasis on teaching. While the university asks for a general balance between these three areas, it does not dictate specific time allotment percentages and faculty members have the freedom to emphasize their strengths and interests in any area. The MFT teaching faculty teach face-to-face courses on campus.
7. **Student opinion of instruction (SOI)** completed by students at the conclusion of each course across all semesters.
8. **Peer review**, done every two years for all faculty below the rank of full professor.
 - a. Full professors are encouraged to invite colleagues to observe their teaching/supervision

Table 1. Department Head Evaluation of Faculty Template

2018 Evaluation Concerning Faculty Member Qualifications to Meet MFT Program Mission, PGs, and SLOs		
Faculty: <u>Dr.</u>	Evaluator: <u>Kate Warner, Dept. Head</u>	Date: <u>01/xx/2020</u>

This evaluation requests your feedback about the faculty member's qualifications to achieve the program's mission, PGs, and SLOs. Using a 5 to 1 scale, where 5 indicates high agreement, and 1 indicates low agreement, please circle the number under each question that reflects your opinion.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

The faculty member . . .

1.	has sufficient knowledge and training to effectively achieve the program's mission as it concerns diversity (as reflected in PG 1: Diversity, SLO 1).
----	---

	5	4	3	2	1
2. has sufficient knowledge and training in systemic epistemology and systems theories to effectively achieve its mission concerning the systemic nature of human problems (as reflected in PG 2: Knowledge and SLO 2).	5	4	3	2	1
3. has sufficient supervisory knowledge and experience to effectively achieve the program's mission as it concerns the systemic nature of problem (as reflected by PG 3 Practice, SLO 3)	5	4	3	2	1
4. identifies professionally as a Marriage and Family Therapist as evidenced by practice and supervision conducted from a systemic lens (as reflected by PG 4: MFT Identity and SLO 4).	5	4	3	2	1
5. has sufficient research knowledge and experience to effectively achieve the program's mission as it concerns research-grounded practice (as reflected in PG 5: Practice and SLO 5).	5	4	3	2	1
6. has sufficient knowledge and experience of ethics to effectively achieve the program's mission as it concerns ethical practice (as reflected in PG 6: Practice and SLO 6).	5	4	3	2	1
7. has teaching skills sufficient to facilitate the program's ability to meet its mission, PGs, and SLOs.	5	4	3	2	1
8. has the supervisory skill required to facilitate the program's ability to meet its mission, PGs, and SLOs.	5	4	3	2	1
9. demonstrates respect for students rights, perspectives, and personhood.	5	4	3	2	1
10. conforms to VSU policy concerning professional conduct.	5	4	3	2	1
11. is accessible to students (KE III-F: Faculty Sufficiency).	5	4	3	2	1
12. models behavior that enables the program to foster an atmosphere of safety, respect, and appreciation (KE II-B: Program Climate of Safety, Respect, and Appreciation).	5	4	3	2	1
13. communicates effectively.	5	4	3	2	1
14. fosters collaborative, non-divisive relationships with students and other faculty.					

	5	4	3	2	1
15.	Overall, the faculty member's performance, knowledge, and skill facilitates the program's ability to achieve its mission, PGs, and SLOs.				
	5	4	3	2	1