FACULTY HANDBOOK

Operating Guidelines and Procedures
A Supplement to the University Faculty Handbook

2014 - 2015
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MISSION STATEMENT
Consistent with the mission of Mercer University, Penfield College of Mercer University offers undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The college also contributes to the quality of education provided to students enrolled in other academic units by offering general education and elective courses at the Regional Academic Centers and on the Macon and Atlanta campuses.

I. ORGANIZATION AND ADMINISTRATION
1.01 Organization of the College
Established in July 2014, the college offers bachelor's, master's, specialist and doctoral degrees. Degrees are offered at the four Regional Academic Centers in Douglas County, Eastman, Henry County, Newnan, and on the Atlanta and Macon campuses and online. The college also offers non-credit certificate and training programs.

1.02 Administrative Organization of the College
Penfield College of Mercer University's leadership team includes, but is not limited to, the Dean, Assistant and Associate Dean(s), Director of Academic Affairs for Graduate Studies, academic department chairs, program/subject coordinators, site coordinators, writing coordinator, and instructional designer.

1.02.1 Academic Administration
Penfield College of Mercer University is organized into academic programs as established by the Board of Trustees. Each department is led by a chair who is responsible for the administration of that unit. Programs within departments may be headed by coordinators. The Dean, as principal academic officer of the College, is responsible for coordinating the administration of the departments, academic programs, and other activities.

1.02.2 Dean of Penfield College of Mercer University
The Dean is the principal academic officer of the College whose responsibilities include: overseeing the educational program and promoting effectiveness of the curriculum and instructional procedures, promoting selection of qualified faculty, encouraging faculty development, fostering faculty collegiality, overseeing the promotion and tenure process; approving and monitoring budgets submitted by departments, developing recommendations for the College operating budget, representing the College at various University organizations and in the community, promoting the well-being of students, and promoting the effectiveness of academic and institutional support services. Additional responsibilities can be found in the University Faculty Handbook.

1.02.3 Associate Dean
The Associate Dean assists the Dean in carrying out the academic program of the College. Responsibilities include coordinating course scheduling and registration; updating and editing the catalog and other publications; updating various manuals, including faculty, adjunct faculty,
advising, and student handbooks; resolving various student issues, including grade appeals; working closely with department chairs; serving ex-officio on standing committees; coordinating advising efforts; monitoring the overall college budget and expenditures and advising department chairs and the Dean accordingly; representing the Dean and the College on various task forces and University committees.

1.02.4 Assistant Dean for Penfield Metro Atlanta Health, Science, and Technology Initiatives
The Assistant Dean for Penfield Metro Atlanta Health, Science, and Technology Initiatives assists the Dean in carrying out the academic programs of the college, specifically those at the graduate level. Responsibilities include serving as Site Leader for the Atlanta campus; responding to undergraduate student issues and requests; serving ex-officio on standing committees; representing the Dean and the College on various task forces and University Committees; exploring and leading new health, science, and technology initiatives and other duties as assigned by the Dean.

1.02.5 Director of Academic Affairs for Graduate Studies
The Director of Academic Affairs responds to graduate student issues and requests, represents the Dean on various task forces and committees, serves as a resource for faculty teaching graduate courses and coordinator of graduate programs, serves as a liaison to the IRB, and other duties as assigned by the Dean.

1.02.6 Department Chairs
Each department is administered and managed by a Chair who serves at the pleasure of the Dean and performs such duties as the Dean may assign. The Chair is responsible for overall leadership of the department, including management of day-to-day operations and long-range planning. Responsibilities include oversight of assessment within the department; developing and maintaining policies and procedures; conducting departmental meetings; recommending budgetary needs to the Dean and monitoring the departmental budget; coordinating faculty searches, leading curriculum and instruction development and revision within the department; coordinating scheduling for program and course offerings, including assigning teaching responsibilities; assigning advising responsibilities; and approving and evaluating adjunct faculty members.

1.02.7 Program Coordinators
Responsibilities of the Program Coordinator extend for the academic year and the summer terms and include: overseeing assigned academic programs at all delivery sites; assisting the department chair in developing and revising program-related strategic plans; working with the chair to ensure annual assessment of the program and annual review of the program; recommending to the chair program curricular modifications; working with the chair to determine the appropriate yearly course scheduling; working with admissions to promote and maintain enrollment in the program; assisting the chair in approving and securing adjunct instructors for use in the program and in the orientation; mentoring of adjuncts; recommending needed instructional resources; and assisting the chair of the department as requested.
1.02.8 Penfield College Site Leaders
Responsibilities of the Site Leaders include, but are not limited to, advising of undecided students, approving of overloads, assigning classrooms in coordination with other colleges/schools, resolving student issues, serving as a liaison with Center coordinators, serving as a liaison with admissions representatives, identifying and resolving bookstore issues, maintaining a consistent presence at the Centers, and attending Leadership Team and Center Coordination Council meetings.

1.02.9 Graduate Program Associate
The Graduate Program Associate supports the graduate program and non-credit training program coordinators with program administration to include communicating with accepted students, scheduling interviews, maintaining and updating student files, serving as liaison with admissions support staff, registering students, preparing and processing contracts for presenters and with organizational entities, preparing invoices for organizational entities, preparing handbooks and program materials, and preparing for program orientations.

1.02.10 Writing Coordinator
The responsibilities of the college’s Writing Coordinator include organizing appropriate writing workshops for faculty from all college departments; leadership of meetings of full-time and adjunct faculty teaching the LBST 175-180 sequence, FDLS 130, and other writing intensive courses in the Department of Liberal Studies; serving as a resource for individual faculty members in the design and evaluation of writing assignments; and coordination of assessment activities related to student writing outcomes.

1.02.11 Director and Assistant Director of Office of Distance Learning
Responsibilities of the Director and Assistant Director of Office of Distance Learning include: expansion of the College’s online presence; increasing student success in online and hybrid classes and programs as measured by DFW rates and student retention; increasing faculty capacity for exemplary and innovative distance learning education, and encouraging scholarship related to best practices in online teaching and learning.

1.02.12 Subject Coordinator
Responsibilities of the Subject Coordinators include: overseeing assigned courses at all delivery sites; working with the Chair to determine the appropriate yearly course scheduling for the subject; assisting the Chair in approving and securing adjunct instructors for use in the subject area, mentoring and evaluating adjuncts; ordering textbooks and managing textbook issues; recommending needed instructional resources and assisting the Chair of the department.

1.02.13 Instructional Designer
Responsibilities of the Instructional Designer include teaching a specified number of courses each year, designing, implementing, and evaluating a faculty development program that results in engaging fully online and hybrid courses, and facilitating faculty use of Web based
technology to encourage student learning. Other responsibilities of the instructional designer include serving as the College’s liaison with the University’s Technology Services Unit and with Technology Support; designing and implementing technology-enhanced enrollment strategies to improve student recruitment and retention in the College including use of social media; designing and implementing student orientations to online learning; assessing the College’s online learning initiatives; attending departmental and College-wide faculty meetings and retreats; and participating in committees as assigned.

1.02.14 Administrative Assistant to the Dean
The Administrative Assistant provides support for the Dean and the Office of the Dean. See Position Description Questionnaire for specific job responsibilities.

1.02.15 Academic Support Specialist (Macon)
The Support Specialist supports and maintains the adjunct credentialing process, assists the Dean, Associate / Assistant Deans, and Macon based department chairs, full-time, and adjunct faculty. See Position Description Questionnaire for specific job responsibilities.

1.02.16 Administrative Clerk (Atlanta)
The Administrative Clerk is the primary administrative support person for the College in Atlanta. The Administrative Clerk provides administrative support to the Assistant Dean for Metro Atlanta Health, Science and Technology Initiatives, the Director of Academic Affairs for Graduate Studies, Atlanta based department chairs, full-time, and adjunct faculty. See Position Description Questionnaire for specific job responsibilities.

1.02.17 Systems Manager (Atlanta)
The Systems Manager assists adjunct and full-time faculty in developing, running, and maintaining the computer hardware and software used in courses that require those resources. See Position Description Questionnaire for specific job responsibilities.

1.02.18 Lab Coordinator (Douglas, Henry)
The science laboratory coordinators in Henry and in Douglas assist adjunct and full-time science faculty in laboratory activities related to class time. See Position Description Questionnaire for specific job responsibilities.

1.02.19 Part-time secretary (Douglas)
The Part-time secretary assists program coordinators in the application process for undergraduate interns and field placement, and assists program coordinators, full-time, and adjunct faculty. See Position Description Questionnaire for specific job responsibilities.

1.02.20 Faculty (see section 1.02.1 of University Faculty Handbook)

1.02.21 Part Time Faculty
Part-time faculty members provide a range of instruction to students, and are selected based on their expertise in the subject area. They may teach up to twelve semester hours per
academic year (four courses), and have the option of teaching an additional six hours in the summer terms (two classes). Part time faculty are expected to perform advising duties as needed, and must submit regular self evaluations to the chair of their department. Part time faculty have no other service or research requirements, and are not eligible for tenure or promotion.

1.02.22 Adjunct Instructors
Adjunct faculty members provide a range of instruction to students. The department chairs recruit, interview, select, meet with, monitor, and evaluate each adjunct faculty member who is assigned to classes.

1.02.23 The College Adjunct Credentialing Committee
The committee screens individuals who apply to become adjunct faculty. The committee consists of two senior faculty members appointed by the Dean and the department chairs who initially review for minimal requirements set forth by the regional accrediting body. The Dean must approve the committee’s recommendations. This first step screens for minimal requirements. It is incumbent upon the Chair and the department faculty to screen the applicant to ascertain whether he or she possesses the educational background, expertise and effective teaching ability for the course(s) to be taught. The Adjunct Faculty Handbook further defines and delineates policies and procedures related to the selection, use, monitoring, and evaluation of adjunct faculty.
II. PENFIELD COLLEGE OF MERCER UNIVERSITY RESPONSIBILITIES AND EXPECTATIONS OF FACULTY
Definitions, expectations and guidelines related to Professional Ethics and to Academic Freedom are found in section 2.01 of the University Faculty Handbook.

2.01 Teaching
Unless otherwise stated in the letter of appointment, teaching is the primary responsibility of the faculty member. The indicated course load is expected to be fulfilled. Faculty members are expected to collaborate with other faculty members teaching the same course; select appropriate textbooks; meet all classes for the scheduled amount of time; provide each student with a course syllabus; follow through with the contents of the syllabus; demonstrate effective teaching behaviors in general and as appropriate to the discipline; and implement effective, clear, and fair evaluation methods.

2.02 Advising
Official advising is a major responsibility of every faculty member. Therefore, it is incumbent on the faculty to provide accurate and appropriate advising so prerequisites and course sequences are followed and requirements for the degree and graduation are fulfilled in a timely manner. Advisees are assigned to the faculty member by the department chair or program coordinator. The faculty member is expected to maintain posted office hours and provide means for being accessible to students at other times. Faculty members will work with chairs to ensure that adequate advising is available to students on a year-round basis, including times when classes are not in session.

2.03 Professional Development
Faculty members are expected to develop a Personal Professional Development Plan (PPDP) and to maintain a continuous program of contributions to their content area, teaching effectiveness, and personal/professional growth.

2.04 Service
Service to the department, the College, the University and to the community is an expectation of every faculty member. Some service opportunities will be assigned at the department and College levels. Service to the University is generally by invitation, request, or assignment. Fulfillment of service obligations is expected.

2.05 Committee Work
Each full time faculty member will serve on at least one but not more than two College Standing Committees. On occasion, a faculty member will be assigned to or requested to serve on a College Ad Hoc Committee and/or a University Standing Committee, Task Force, or Search Committee. Attendance and participation are expected. Generally, new faculty members do not serve on committees during their first academic year of appointment.
2.06 Registration
Course registration occurs at various times throughout the year. All faculty members shall be available to provide effective advising during those times.

2.07 Working with Adjuncts
Because of the number of adjunct faculty teaching for the College, each faculty member is expected to work with adjunct instructors as assigned by the department chair. The Department Chair will coordinate and assign responsibilities to faculty members to assist in providing orientation and support to adjunct faculty. This may include: determining textbooks for courses; providing adjunct faculty with course syllabi; meeting with the adjunct to discuss content, requirements, pedagogy and all other issues pertinent to the courses, and being available to adjunct faculty so as to ensure effectiveness.

2.08 New Faculty Mentor
A faculty member may be assigned as a mentor for a new faculty member by the Department Chair. This partnership offers the opportunity for an experienced faculty member to provide guidance to a less experienced instructor. Responsibilities associated with serving as a mentor may include: providing a knowledge base of the University, the College, the department and the program(s); acquainting the instructor with all documents associated with these entities; answering questions regarding instructional and support services and needs; providing guidance in areas requested by the instructor or observed by the mentor; acquainting the instructor with tenure and promotion and annual evaluation criteria and processes, assisting with preparing portfolios, as appropriate, and being accessible to the instructor.
III. POLICIES RELATED TO FACULTY DEVELOPMENT, TENURE AND PROMOTION

3.01 Faculty Workload Policies

3.01.1 Letters of Agreement

Initial Letter of Agreement: Each full and part-time faculty member receives an initial letter of agreement that states the position, rank, primary teaching assignment, salary, year of eligibility for tenure if applicable, year of eligibility for promotion if applicable and any other specific arrangement or agreement negotiated at the point of hiring. For an academic year and for pay purposes, the faculty contract begins August 1; for an appointment beginning in the spring semester the appointment begins January 1. Any differentiation in these dates will be a part of the negotiation of the initial contract. In accordance with the University policy, a salary is paid over the 12-month fiscal year, or prorated according to the period of the appointment and its related salary.

Continuing Letter of Agreement: With the assumption that a faculty member will continue working at the institution, the faculty member will receive, after the Board of Trustees spring meeting, a letter of agreement for the next academic year. This letter will state the position, rank, salary and course load. The letter will delineate any specific responsibility (e.g., department chair) and any stipend or course load adjustment related to the responsibility.

Visiting Professors: An individual hired as a visiting professor will receive a letter that states the position, time period, specific responsibilities (including primary teaching assignments), salary, and any additional arrangements agreed to by the individual, the Chair and the Dean.

3.01.2 Office Hours

Faculty members are expected to be available to students in their courses and to advisees. The current number of office hours is a minimum of ten hours per week. Each term, faculty will post hours and publicize the methods through which students can contact them (e.g., voicemail, email, office hours) and will provide this information to the Department Chair, Dean, Site Leader, and Center Coordinator.

3.01.3 Work Loads and Course Loads

The workload of a faculty member encompasses all responsibilities listed in Section II. Additional responsibilities may be assigned with adjustments in salary or workload made accordingly. Course (teaching) load is the major component of the broader workload. Based on one course being equivalent to three semester hours, Penfield College of Mercer University uses the following guidelines for determining annual course loads: Undergraduate only: 21 semester hours (7 courses), Undergraduate/Graduate: 21 semester hours (7 courses with 1-3 graduate) or 18 semester hours (6 courses with 4 or more graduate), Graduate only: 18 semester hours (6 courses).

3.01.4 Overloads

Overloads exist during the regular academic year only when there is a programmatic need and the number of courses exceeds the total course load of the faculty with expertise to teach the
courses. The annual letter of agreement stipulates a full teaching load (or its equivalent) that is considered the maximum load appropriate for the instructor to handle along with carrying out professional development and other responsibilities. Therefore, overloads are considered to be an encroachment on the time required for meeting responsibilities, such as teaching, advising, professional development, scholarship and service. It is desirable that overloads not exist, and due to accreditation considerations, overloads are not allowed for faculty members in the graduate counseling programs who teach courses that are part of the school counseling degree program. If required by the program and approved by the Chair, a maximum of two overloads (6 semester hours) each year may be taught by an individual faculty member. Because of course cancellations, overload for faculty is determined after an individual's full teaching load for the academic year has been met.

3.01.5 Summer Terms
Penfield College of Mercer University provides course work at all sites during the summer. When appropriate courses are available, a faculty member may choose to teach a maximum of two summer school courses. Additional courses may be requested and approved by the Dean. This maximum includes courses for other departments and other Schools/Colleges at Mercer University. Summer compensation is a standard rate per course based on the rank of the instructor and on the budget.

3.01.6 Conflict of Interest Policy
For Policy on Gifts and Gratuities, see section 2.21.3 of the University Handbook

For FACULTY PROFESSIONAL ACTIVITIES AND RESPONSIBILITIES, see section 3 of the University Handbook

3.01.6.1 Adjunct Faculty
Persons who assist Penfield College of Mercer University by teaching courses on an adjunct basis provide an essential and valuable service to the College and its mission. The following guidelines are assumed:

a. Adjunct faculty members serve on a contract basis for each course taught, and they are neither required nor expected to render services beyond those specified in the contract.

b. Within the scope of their contract responsibilities, adjunct faculty members are expected to comply with the University’s conflict of interest policies.

c. Adjunct faculty who wish to identify themselves in terms of their affiliation with the University shall do so in a way that accurately represents the relationship.

3.01.6.2 Staff
Members of the staff of Penfield College of Mercer University render unique and essential support services to the college and its mission. The following guidelines recognize and seek to protect that contribution:
a. Staff members are expected not to engage in any external employment that conflicts with their responsibilities to the College and the University.

b. For the sake of clarity of understanding, staff members will indicate to their appropriate supervisors the nature and extent of external employment.

3.01.7 Sabbaticals
See section 2.17.1 of the University Handbook

3.01.8 Attendance at Professional Meetings
The University encourages each faculty member to attend and participate in meetings or conferences related to professional interests. Since these experiences are stimulating and refreshing, they are of value to the faculty member, the College, and the University.

A. Penfield College of Mercer University will allocate a designated amount of funding for each faculty member to help defray expenses in attending professional meetings.

B. When possible, the Dean will allocate additional funds for a faculty member who attends a meeting to make a presentation, as an officer of the organization, or as an official representative of the College.

C. When attendance at a professional meeting or conference necessitates absence from classes, the faculty member must make appropriate prior arrangements which must be approved by the Department Chair.

D. All requests for reimbursement must be approved by the Department Chair and Dean.

3.01.9 Travel Reimbursement
Mercer University reimburses travel at the per mile rate established by the Federal Government. Penfield College of Mercer University uses these guidelines for reimbursement:

1. A faculty member is reimbursed for travel from the site of his or her office to the site of course delivery, internship or field experience supervision, committee meetings, department meetings, faculty meeting, or other approved events. For travel between centers/campuses, an established set of mileages is provided to faculty and is used to calculate reimbursement. For travel to and between non-center/campus sites, actual mileage from one location to another is to be reported.

2. In order to be reimbursed, requests for travel reimbursements must be submitted no later than the end of each session/semester during which mileage is accrued. To be reimbursed for work-related travel accrued during the regular academic year, a faculty member must submit
his or her request(s) for fall and spring no later than May 30 and for summer (May 30 – June 30) no later than June 30.

3. Faculty members must submit requests to their Chair who will forward the requests to the Dean's office.

3.02 Tenure & Promotion
Tenure and promotion at Mercer University are considered to be privileges, not automatic rights. It is the responsibility of the faculty member to be cognizant of and continuously and consistently to work toward meeting the tenure and promotion criteria by demonstrating documented effectiveness and excellence in each of three areas:
1. Teaching
2. Professional growth and development

Information related to tenure and promotion is found in section 2 of the University Faculty Handbook.

Tenure, Promotion and Review Policy

3.02 Policies for Faculty Professional Development and Evaluation Process

3.02.1 Rationale for Faculty Professional Development and Evaluation Process
Penfield College of Mercer University maintains an Annual Faculty Report and Self-Evaluation and Professional Development Plan process that provides a means for continual professional development throughout the faculty member's career with the College. The purpose of this assessment process is to strengthen the College as a whole and to identify needed resources. Moreover, the Faculty affirms that this process is necessary if the College is to fulfill its mission of providing the highest quality undergraduate and graduate education to Mercer’s working adult students. This faculty professional development and self-evaluation plan also ensures that the College can achieve the University's goals (1) to recruit, develop, and retain a talented and diverse team of faculty and staff who achieve excellence in teaching, scholarship, and service, and (2) to further enhance the learning environment to engage students in challenging, holistic and transformational learning.

The Annual Faculty Report and Self-Evaluation and Professional Development Plan process applies to all full-time faculty in the College—tenure track, tenured, and non-tenure track. In this way, the comprehensive evaluation supports the professional development needs of faculty preparing for tenure consideration, of faculty seeking continuing contracts, of faculty preparing for promotion consideration and for post tenure review of faculty who have achieved tenure and the rank of full professor. High expectations of all faculty members and a commitment to continuing professional and scholarly development encourage the creation of a dynamic and resource rich community of teaching and learning within Penfield College of Mercer University.
All faculty members of the College are evaluated annually in three areas: (1) excellence in teaching, (2) excellence in scholarship and professional growth, and (3) service to the College, the University and within their larger communities. Although the review process asks each faculty member to quantify and document key indicators for use in self-assessment and collegial review, the College recognizes that crucial aspects of faculty accomplishment and professional development are qualitative and demonstrated by such indicators as one’s philosophy of teaching statement and a proven commitment to engage with students and colleagues in the teaching and learning endeavor.

The Faculty Development and Evaluation Process begins with the completion of the Annual Faculty Report and Self-Evaluation. This report provides an opportunity for self-evaluation of the previous calendar year to include the spring, summer, and fall semesters. A Professional Development Plan is completed and in it the faculty member outlines professional development goals in the current academic year. The Professional Development Plan may include goals to be started in the current academic year, but which are intended to be pursued and/or completed over more than one year. Both reports should be completed and copies provided to the faculty member’s department chair and to the Dean by January 31 of each year. Department chairs will meet with faculty members in their departments to discuss the Annual Faculty Report and Self Evaluation and the Professional Development Plan.

The following format will be followed for Annual Faculty Report and Self-Evaluation:

**3.02.2 Annual Faculty Report and Self-Evaluation**

**Penfield College of Mercer University**

Faculty Name: ___________________________
Department: ___________________________

Date: ___________________________

**TO PENFIELD COLLEGE OF MERCER UNIVERSITY FACULTY:** The outline below provides a format for your Annual Faculty Report and Self-Evaluation. This report allows you to summarize your professional and scholarly activities for the preceding report year. Your report should cover the areas listed below and should not exceed five pages. It is not necessary to attach additional documentation to the report.
I. Teaching

A. What was your contract course load for the report year? ______ Courses

B. Please list courses taught and independent studies directed during the report year and the summer term.

<table>
<thead>
<tr>
<th>Courses Taught</th>
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<td><strong>Course Title</strong></td>
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<th>Independent Studies</th>
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<td><strong>Course Title</strong></td>
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C. List the internships or practica supervised during the report year. List any additional teaching responsibilities during the report year.

D. Evaluation and self-reflection on teaching

1. Describe any significant changes or innovations used in your teaching during the report year and the learning outcomes you intended to achieve.

2. Discuss student evaluations and other student feedback, noting positive and negative issues indicated. Describe any changes that you intend based on student evaluations and feedback.

3. Discuss your use of feedback from the peer review process.

4. Discuss your use of feedback from the annual meeting with your department chair.

5. Highlight student learning outcomes achieved.

II. Advising/Registration Responsibilities

A. Describe your involvement in registration, advising, and mentoring of students during the report year.

B. Include any issues and/or problems you have encountered.

C. Describe successful outcomes in student advising during the year.

III. Professional Development

Describe activities supporting your continuing intellectual growth and currency in your discipline. These activities will be based on your Professional Development Plan and may include activities concurrent with the report year, but may also indicate activities in process that will be completed in following years. Include, for example, professional and scholarly conferences attended, presentations and program roles at these meetings, continuing education courses completed, publications (articles, books, or other), research activities, professional reading, and other scholarship activities. List professional associations to which
you belong and any offices held in these associations during the report year. Indicate how the above activities have contributed to your teaching and to student learning.

IV. Service

A. Service to Mercer University: List memberships on College and Mercer University committees, administrative responsibilities, sponsorship of student organizations, or any other contributions to students, programs, or activities for the well-being of the College and the University during the report year.

B. Community Service: List any local, regional, or national involvement in service organizations, volunteer work, memberships on boards, or other areas of community service.

3.02.3

Professional Development Plan
Penfield College of Mercer University

Guidelines: The Professional Development Plan serves as a guide for professional growth and responsibilities within Penfield College of Mercer University. The purpose of the document is to help faculty members plan their course of action for development in the areas of teaching, scholarship, and service. This plan should be developed and submitted to the individual faculty member's chair by January 31 of each year. The Chair will confer as appropriate with the faculty member on the development of the professional development plan.

Note: Faculty members are encouraged to design their Professional Development Plan in a manner that best suits their interests and talents. One does not need to have to have goals in all three categories of the document. Goals and implementation of goals may be continued over more than one report year.

I. Excellence in Teaching: Indicate your plans for the year in the area of teaching and learning.

<table>
<thead>
<tr>
<th>Goals for the Year</th>
<th>Plan of Action</th>
<th>Resources Needed</th>
<th>Time Frame</th>
<th>Anticipated Outcomes and/or Impact on Student Learning</th>
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II. Scholarship: Indicate your plans for the year in areas of scholarship to include the scholarship of teaching and learning.

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<tr>
<th>Goals for the Year</th>
<th>Plan of Action</th>
<th>Resources Needed</th>
<th>Time Frame</th>
<th>Anticipated Outcomes and/or Impact on Student Learning</th>
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III. Service: Indicate areas of service to the College, University, or community in which you will be engaged for the coming year.

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<tr>
<th>Goals for the Year</th>
<th>Plan of Action</th>
<th>Resources Needed</th>
<th>Time Frame</th>
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3.02.4 Peer Evaluation
Colleagues should participate in an annual peer review of teaching to develop and evaluate teaching activities and assess student engagement and learning. Since teaching is to be considered a worthy scholarly endeavor, communication with peers about the process of teaching and learning supports the College’s goals of a quality education of our students. The Peer Review process provides an arena for conversations about teaching by supplying feedback and encouraging the faculty member.

Purpose:
The collaborative process of peer review fosters a conversation on teaching and learning. Whether conducted as a classroom visit or a documented conversation, the format of a peer review varies depending on its purpose.
Each peer reviewer brings different experience and expertise to the process. For example, at various points in a faculty member’s career he or she may seek peer review from colleagues within or outside a discipline or academic department.

Criteria:
The more focused the review, the more likely it will provide useful information for the instructor and others.

The Peer Review process helps strengthen the teaching and learning environment. Student learning outcomes provide the focus for the peer review and/or evaluation of teaching. Areas of focus for peer evaluation may include but are not limited to the following teaching and learning activities:

- Quality, amount, and level of classroom instruction
- Quality, amount and level of instruction in online or hybrid courses
- Development of new courses and curricula
- Effectiveness of pedagogy in new courses
- Conduct and supervision of laboratory instruction
- Supervision of internship experiences
- Supervision of undergraduate and graduate research
- Supervision of independent study and readings courses
- Mentoring of students

Peer Evaluation:

Faculty members may arrange with colleagues and with the approval of their department chair a procedure for peer evaluation in the years specified in the Faculty Evaluation Timetable.

Faculty may choose one of the two following procedures, or an alternative approved by the Chair.

3.02.5 Department Chair’s Review of the Annual Faculty Report and Self-Evaluation and the Professional Development Plan

Department chairs are asked to meet with each faculty member in their department to discuss the Annual Faculty Report and Self-Evaluation and the Professional Development Plan. These meetings should take place according to the schedule outlined in the Faculty Evaluation Timetable below. Each chair is asked to prepare a summary letter that documents the date of the meeting and highlights the discussion of achievements and recommendations reviewed with each faculty member. The body of the letter may include the following topics from the Report and the Professional Development Plan.
1. Annual Faculty Report and Self-Evaluation:

   (a) Review courses taught and student support responsibilities
   (b) Consider comments from student evaluations or peer reviews
   (c) Review professional development activities in the preceding year
   (d) Review service activities

2. Professional Development Plan:

   (a) Discussion plans related to teaching and learning
   (b) Discuss plans for scholarship
   (c) Discuss service activities

Each of the areas of professional development may be considered in the context of the report year in which the review takes place or for future and ongoing plans in the case of multi-year activities. The topic of resources needed by the individual faculty member, the department, or the College to implement a faculty member's Professional Development Plan should be considered and reported.

3. A copy of the summary letter will be provided to the faculty member and the Dean’s office.

3.02.6 Faculty Evaluation Timetable

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<th>Year of Service</th>
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<th>2</th>
<th>3 Third Year Review</th>
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<th>6 Apply for Tenure and Associate Promotion</th>
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**Evaluation Source Code:**

A -- Annual Faculty Report and Self-Evaluation

B -- Professional Development Plan

C -- Review of Annual Faculty Report and Self-Evaluation and Professional Development Plan with Department Chair

D -- Review of Annual Faculty Report and Self-Evaluation and Professional Development Plan with College Dean

E -- Peer Evaluation

**Beyond 14 years:**

Every year A, B
Every three years C or E at the discretion of the faculty member or department chair

**Third Year Review:**

1. All full-time tenure track faculty will participate in a third year review process. The review will be conducted in the third year of a tenure track probationary appointment. Faculty members who enter with one or more years of credit toward tenure will participate in “third year” for review purposes in the second year of a tenure track probationary appointment.

2. Although all faculty members complete the Annual Faculty Review and Self-Evaluation, the Professional Development Plan, and Review by Department Chair based on the procedure and timetable outlined in section 3.02 above, the third year review includes a peer review by the duly elected members of the Tenure, Promotion, and Review Committee and a consultation with the Dean of the College.

3. The purpose of the third year review is to evaluate the work of the faculty member and to communicate with the faculty member concerning the progress towards an eventual tenure decision and to provide recommendations to the faculty member concerning that progress.

4. The faculty member eligible for a third year review is asked to submit to the department chair, the Dean, and to the Tenure, Promotion, and Review committee a portfolio following the tenure and/or promotion criteria and guidelines in sections 3.03.2 B and 3.03.3 C.

5. The Department Chair and the Tenure, Promotion, and Review Committee must provide to the Dean a written assessment that includes evaluation of progress toward promotion and tenure. The Dean in consultation with the chair and the committee may make recommendations to the faculty member based on the assessment.
6. The intention of the third year review is to help the tenure track probationary faculty member succeed. The review and its findings shall not be used by the department chair or the Dean as the sole basis for a tenure decision, but to prepare the tenure portfolio. The faculty member should address the issues raised in the review as evidence of progress and development in the areas of teaching, scholarship, and service.

**Conversation on Teaching and Learning (internal or external colleague(s) review course materials and teaching plans)**
This procedure requires the faculty member, and one or more faculty colleagues, to meet at the start of an academic session or semester to review together course syllabi and intended student learning outcomes for a course in the forthcoming session or semester. Faculty will entertain feedback on aspects of the planned instructional design. At the end of the session or semester, the group of colleagues will reconvene to report and evaluate the effectiveness of the teaching and learning experience and to consider revisions. At both the pre and post meetings, faculty will document the meeting and the key feedback comments received. The pre and post meeting must be documented on a form that provides the date of the meeting, the faculty members participating, the courses discussed, and a summary of the feedback provided to each faculty member. Participants in the conversation may include both full time and adjunct faculty.

**Classroom Observation of Teaching or Reciprocal Classroom Visits**
Faculty members may choose to participate in a peer review by asking a faculty colleague to conduct a classroom observation of teaching. This may be a single instance observation of one faculty member observing another faculty member’s teaching or reciprocal classroom visit in which colleagues visit each other’s classes. In either case, the purpose is to share insight into the art of classroom instruction and to provide constructive feedback about specific techniques or methods of instruction used in a course. There is no single or universal criterion for the observation of classroom instruction, and the reviewer and the faculty member being reviewed must agree in advance about the focus of the evaluation and the criteria to be used. The review should address the needs of the person being observed. The purpose of classroom observation is not to prohibit any method of instruction or limit a faculty member’s freedom in the classroom. Rather, the observation serves to provide feedback on a requested aspect of the classroom experience in order to improve, develop, and/or show evidence of successful teaching. The following form provides a template that may be used for the classroom observation of teaching.

**Penfield College of Mercer University**

**Peer Evaluation/Classroom Evaluation of Teaching**

**Peer Evaluation Process**
There are three components to the Peer Evaluation/Classroom Evaluation of Teaching process:
1. Pre-Visit Preparatory Meeting
   The Peer Evaluation Form below identifies the activities that characterize this meeting.

   The Peer evaluator and faculty member meet approximately one week prior to the class in which the Peer Evaluation is to take place. The purpose of the meeting is to:

   - Review course syllabus for student learning outcomes, teaching, and evaluation methods.
   - Discuss the types of learners in the class.
   - Discuss the specific aspect of instruction to be observed during the peer review as requested by the faculty member being evaluated.
   - Establish specific criteria to be used during the peer review.

2. Peer Evaluation Visit
   The Peer Evaluator should complete the Peer Evaluation Form.

3. Post Evaluation Meeting
   The Peer Evaluator and the faculty member meet following the class session to review the results of the Peer Evaluation Form. Following the review and discussion, a summary is jointly developed by the Peer Evaluator and the faculty member.
PEER EVALUATION FORM

Faculty:__________________________________  
Evaluator:________________________________

Date of Observation: ________________________

Evaluation of Content Mastery

Take into consideration the following questions:

• Does the instructor demonstrate command of the subject matter?  
• Is the purpose of the session evident?  
• Is the content consistent with the course syllabus?

Successful Elements:

Elements to Refine:
Evaluation of Delivery of Course Content and Teaching Methods

The specific points of delivery of course content and teaching methods will be determined by the faculty member and the faculty evaluator based on the focus of the evaluation. There is not a single criterion for peer reviews, but possible criteria may include:

- clarity of student learning expectations
- sequence of information and material
- student–instructor interaction
- appropriateness of materials and methods
- student engagement/involvement
- currency and relevance of content
- questioning techniques and responses
- breadth and depth of content
- an environment conducive to critical thinking and student participation in learning
- achievement of student learning outcomes

Successful Elements:

Elements to Refine:

Follow-up meeting to discuss teaching session occurred on:

______________________________  Date
IV. POLICIES RELATED TO FACULTY TENURE AND PROMOTION

3.03 Tenure and Promotion
The University Tenure and Promotion Policy is found in section 2.04.2 of the University Faculty Handbook. The Tenure and Promotion policy of Penfield College of Mercer University is consistent with that of the University, as follows:

Only the work of a dedicated and creative faculty sustains our College’s mission. The tenure and promotion policies and procedures of the college provide a foundation for recruiting, developing and retaining a creative, qualified, and diverse faculty committed to the college’s adult students. This commitment will further the College’s goals of:

1. attracting, enrolling, retaining, and graduating even more highly qualified undergraduate, graduate and professional students
2. continually enhancing the learning environment and to engage students in challenging, holistic, and transformational learning

Because Mercer University considers tenure and promotion as privileges, systematic and thorough appraisal of each candidate—for initial and continued appointment, for promotion in academic rank, and for the granting of tenure—is vital. This process assumes a collaborative relationship among faculty members and their faculty colleagues, and with the administration of the college and university. Even so, the faculty member should be cognizant of and work continuously and consistently toward meeting the tenure and promotion criteria by demonstrating documented effectiveness and excellence in each of the three areas:

1. Teaching, with attention to student learning outcomes
2. Professional development, scholarship, and intellectual vitality
3. Service to the College, the University, and the larger community.

Fulfillment of the Annual Faculty Professional Development and Evaluation process outlined above aids in preparation for tenure. To assist the faculty in the tenure process, the Tenure, Promotion, and Review Committee will itself receive an annual orientation and conduct a tenure and promotion workshop for the faculty.
TIMELINE FOR TENURE AND PROMOTION
The Provost informs the Dean of the timeline for the application process, and in turn, the Dean will inform, in writing, faculty eligible for tenure and/or promotion in a given year. Typically, the notification letter is sent in May, with the portfolio and other documentation provided to the Tenure and Promotion Committee by October 30. The Committee reviews the portfolio and documentation and makes its recommendations to the Dean before the end of the fall semester. In January the Dean makes recommendations to the Provost. Prior to the April Board of Trustees Meeting, the Provost forwards recommendations to the President, who has final authority on tenure and promotion decisions. The President provides recommendations to the Board for action at the April meeting. The Board will inform the faculty member of its decision by May 1.

3.03.1 Eligibility for Tenure and Promotion
A. Eligibility for Tenure
All full-time faculty appointments in Penfield College of Mercer University are of two kinds:

1) tenure/tenure track
2) non-tenure track

a. Tenure/tenure track faculty may be appointed to the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Tenure relevant experience is counted only for full-time service at the rank of Assistant Professor or above. Notification of appointment at the rank of Assistant Professor will specify the tenure relevant experience applied. The Dean determines the amount of previous tenure relevant experience and includes this information in the initial agreement letter. Normally, credit for tenure-relevant experience will not exceed three years.

b. The initial tenure track contract includes the following elements:

(1) Effective date of appointment
(2) Amount of previous tenure-relevant experience
(3) Anticipated year of tenure review
(4) Anticipated effective date of tenure, if awarded
B. Time in Rank for Tenure Eligibility
Time thresholds for tenure review are based on merit, time in rank, and an appropriate terminal degree from a regionally accredited college or university. Time in rank alone does not guarantee tenure.

a. When a person hired at the rank of Instructor earns the appropriate terminal degree, appointment at the rank of Assistant Professor will be considered during the following year. Time in rank for tenure eligibility begins with the full-time appointment to the rank of Assistant Professor unless otherwise stipulated.

b. A faculty member appointed at the rank of Assistant Professor becomes eligible for tenure review during the sixth year as Assistant Professor. Review and notification for tenure occurs during the sixth year of full-time faculty appointment in the University and may not be deferred beyond that year, subject only to the conditions of the appeals process (See 2.05 of the University Faculty Handbook). Tenure becomes effective at the beginning of the seventh contract year.

3.03.2 Tenure
A. Philosophy of Tenure for the College of Penfield College of Mercer University
Mercer University believes that tenure assures:

1) Freedom of teaching, research, and extra-mural activities under the guidance of professional responsibility;

2) A sufficient degree of economic security to make teaching at Mercer University attractive to persons of high ability. Freedom and economic security for the faculty are viewed as indispensable to the effectiveness of the University's service to its students, to its constituency, and to society. (Mercer University Faculty Handbook, 2007 rev., 2.04.1 par. 2)

The standards and procedures for granting tenure at Mercer are set forth in Section 2.04.2 of the University Faculty Handbook. The granting of tenure is not an unconditional guarantee of permanent faculty appointment. Rather, tenure provides assurance that an appointment will be continued until retirement in accordance with the University's retirement policy or until termination or dismissal by the University for adequate reason or cause.

Tenure in Penfield College of Mercer University gives priority to trust, confidence, commitments and contributions essential to the quality of life in a community of higher learning. It represents affirmation and symbolizes a person’s compatibility with,
participation in, and responsibility for the character of the institution. It implies both the right to have a voice and the obligation to use that voice in nurturing the community’s character as school and university pursue their common mission. To that end, the tenure policy of Penfield College of Mercer University asserts the necessity of tenure, not only in general terms, but also in terms of the specific University-wide goals of attracting qualified faculty committed to exceptional teaching, scholarship, and service.

B. Mercer University Standards and Procedures for Granting Tenure

Though tenure may be granted at any time by the President, it is usually conferred only after completion of a probationary period. Tenure is awarded by the President upon the authority of the Board of Trustees and with the advice of the Provost and Dean of the academic unit in which the individual holds a faculty appointment. Fitness for tenure is determined through a review process involving faculty colleagues, department chairs, faculty personnel committees and academic officers who consider evidence of the candidate’s contribution to the University. Guidelines for more explicit application of the University’s General Tenure Policy are developed by the individual colleges and schools, subject to the approval of the President. (Mercer University Faculty Handbook 2007 rev. 2.04.2 Tenured Appointments)

Specific tenure criteria and guidelines for Penfield College of Mercer University follow:

1. After notification from the Dean, faculty members applying for tenure should submit an application letter to the Chair of the Tenure, Promotion, and Review Committee. They should also include an updated cv, a philosophy of teaching, at least three letters of recommendation, and a letter from the department chair. The rest of the portfolio should address each criterion specified, demonstrating how they have met the criteria. All supporting material to document the criteria should be submitted with the application letter and portfolio.

2. The Tenure and Promotion Committee will evaluate the application, vote, and make a written recommendation to the Dean.

3. Tenure will be considered for those with the appropriate terminal degree. Consideration for promotion and tenure may occur concurrently.

4. Tenure is based on merit. Merit is determined in the aggregate with emphasis on the following criteria.
C. Criteria for Tenure
1. Excellence in Teaching

   a. Excellence in Teaching is determined by the quality of instruction and attention given to students as individuals and as members of the learning community. Because teaching in its various forms constitutes a central function of the University, our accountability to those who choose to study with us and to those who support us is that we encourage and reward excellence in teaching. Student learning outcomes, which include a wide range of student attributes and abilities, both cognitive and affective, and measure how college experiences have supported students’ development as individuals, constitute a significant measure of excellence in teaching.

   b. An “excellent” teacher will be able to demonstrate:
      (1) Ongoing scholarly development in the discipline
      (2) Ongoing reflection and research concerning the materials of the course
      (3) The embodiment of her/his teaching philosophy in the course design
      (4) Skill in employing a variety of instructional strategies and technologies
      (5) The use of student learning outcomes to assess student learning in courses
      (6) The adoption of teaching strategies to address different cultures, different learning styles, and special needs in the classroom
      (7) The use of student evaluation, self-evaluation, and peer evaluation as an assessment of teaching

   c. Instructional Evaluation will comport with the following:
      (1) Student evaluations of instruction should include a composite analysis by course.
      (2) Peer evaluations of instruction may include classroom observation by a faculty peer or critiques of instruction by two or more faculty members within the College.
      (3) The department chair’s evaluation of instruction should relate to student, faculty and departmental issues and concerns.
      (4) Self-evaluation of instruction should include the following:
(a) How student evaluations and peer evaluations affect course planning, syllabus revisions, testing procedures, course requirements and classroom activities

(b) How the assessment of student learning outcomes affect course revision and development

(c) How professional development activities are related to and have influenced instructional responsibilities

(d) How the immediate supervisor’s evaluation has influenced instructional responsibilities

2. Evidence of Professional Competence and Growth

Improving instruction or adding knowledge to the field of study is the aim of Professional Competence and Growth. Candidates must show promise of moving toward excellence in the criteria appropriate to their work assignments. Creative activities may include inventive approaches to solving problems in classroom instruction or basic and applied research. Research includes, but is not limited to, formal presentations or publications in scholarly journals.

The following areas of professional competence and growth constitute the criteria for demonstrating tenure merit:

a. evidence of scholarly and creative activity and growth
b. demonstrated currency in the discipline
c. continuing education, formal and informal
d. course development and revision
e. earned, advanced academic degrees from an accredited institution of higher learning (including accreditation by a regional accreditation body)
f. satisfactory growth in scholarly and creative activity, as appropriate, in one or more of the following:

(1) The scholarship of teaching (e.g. researching, writing and presenting about, proposing grants about, teaching and curricular development)

(2) The scholarship of discovery (e.g. research, presentations, refereed publications expanding knowledge in the discipline)
(3) The scholarship of application (e.g. applying professional expertise for internal, external organizations, including curriculum development)

(4) The scholarship of integration (e.g. framing new syntheses within the discipline, presenting or publishing same in refereed outlets)

(5) The scholarship of creation (e.g. generating, creating, producing original works of visual, performing art)

(6) The scholarship of artistic performance (if appropriate to one’s discipline)

(Adapted from Ernest Boyer, (1991) Scholarship Reconsidered: Priorities of the Professoriate.)

The candidate should document the criteria noted above with reference to the following activities:

a. An earned doctoral degree from an accredited institution of higher learning (accepted regional accreditation agency, such as SACS) in an appropriate academic discipline
b. Evidence of professional development and scholarship in teaching and learning, including new innovations in instruction; participation in professional meetings and conferences focused on teaching and learning; assessment of student learning outcomes; and the development of curriculum
c. Participation in professional seminars and conferences, such as paper presentations, panel discussion participant, session chairperson, symposium organizer or conference coordinator
d. Attendance at professional conferences and professional development programs
e. Membership in honor and professional associations, including serving as officer/board member or chair/member of a committee
f. Professional certification and formal course work
g. Textbook and article reviews
h. Refereed journal articles, or as an editor or board member of a journal
i. Publications in non-refereed journals, magazines, or newspapers
j. Publications of books, chapters, monographs, technical reports, and/or proceedings
k. Consulting (compensated or uncompensated)
l. Funded research grants and contracts.

3. Service

Service to the University and community must be performed effectively. The College distinguishes between routine performance of service and that which draws upon breadth and depth of scholarship. The following criteria seek to clarify what is meant by service:

   a. Leadership roles in the College
      (1) Special leadership assignments
      (2) Productivity and commitment to assignments
   b. Serving on College and University committees
      (1) Role on committee (chair, member)
      (2) Contributions to committee
   c. Collegiality and collaboration
   d. Student advising and recruiting
   e. Leadership as officer/board member in the community
   f. Participation in civic organizations
   g. Representation of University in the community
   h. Speaker at civic meetings
   i. Publications of books, chapters, monographs, technical reports, and/or proceedings
   j. Consulting (compensated or uncompensated)
   k. Funded research grants and contracts
   l. Planning and participation in service learning opportunities for students

D. Review and Notification for Tenure

1. Review and notification for tenure occur during the sixth year of full time appointment in the College. Tenure becomes effective at the beginning of the seventh contract year. Shorter or longer probationary periods may be established, subject to specific qualifications established by Penfield College of Mercer University, as approved by the President.
2. If promotion to Associate Professor and consideration for tenure are being considered concurrently, the recommendation for promotion is contingent upon a favorable recommendation for tenure.

3. Faculty members are notified of tenure or offered a one year terminal contract no later than May 1 of the year of tenure review.

4. Promotion awarded to a faculty member before the probationary period's completion implies no promise of eventual tenure.

5. Should a faculty member be granted a sabbatical leave or leave of absence, the period of such leave may count, under prior agreement with the College, as part of the probationary period. Tenure review may not occur during such leave.

6. Each faculty member with tenure is informed in writing of the terms and conditions for a continued appointment by the Dean of the College following the April board meeting of the University trustees.

7. Previous relevant experience at other institutions shall be counted only for full time service, and the Dean of Penfield College of Mercer University may grant such relevant experience only at the time of appointment.

3.03.3 Promotion

A. Philosophy of Promotion

Penfield College of Mercer University endeavors to have a faculty dedicated to professional excellence. Promotion in professional rank, a means of recognizing professional growth and development, does not come automatically with the passage of time. Rather, it signifies exceptional achievement in the areas of teaching, scholarship, and service. The intent of promotion is to recognize an exceptional commitment to student learning and engagement within the College. Using the criteria outlined below, the Tenure, Promotion, and Review Committee will evaluate each applicant below the rank of professor and convey to the Dean recommendations regarding promotion along with appropriate documentation.

Promotion to the rank of Associate Professor means that the candidate has demonstrated a clear pattern of commitment to the mission of the College and the University and discernible growth in faculty development in the areas of teaching,
scholarship, and service. Promotion to the rank of Associate Professor is typically concurrent with awarding of tenure in the case of tenure track appointments, but it may be awarded separately.

Professor is the highest faculty rank in Mercer University and recognizes exceptional achievement. Promotion to rank of professor recognizes a sustained pattern of excellence in teaching, scholarship, and service to the College, the University, and the community. It acknowledges a significant contribution to instruction of students, to student learning, to the teaching and learning culture of the college, and to the faculty member's academic discipline. Successful candidates for promotion to the rank of professor demonstrate a continuing and outstanding contribution to leadership within the College and the University and to the profession.

B. Time in Rank
Time thresholds for promotion are based on merit, time in rank, and an appropriate terminal degree from a regionally accredited college or university. Time in rank alone does not guarantee promotion.

a. Promotion from instructor to Assistant Professor: When a person hired at the rank of Instructor earns the appropriate terminal degree, promotion will be considered during the following year.

b. Promotion from Assistant Professor to Associate Professor: Consideration for promotion is given during the sixth year as Assistant Professor.

c. Promotion from Associate Professor to Professor: Consideration for promotion is given during the eighth year as Associate Professor.

C. Procedures for Promotion
1. After notification from the Dean, faculty members applying for promotion should submit an application letter to the Chair of the Tenure, Promotion, and Review Committee. They should also include an updated cv, a philosophy of teaching, at least three letters of recommendation, and a letter from the department chair. The rest of the portfolio should address each criterion specified, demonstrating how they have met the criteria. All supporting material to document the criteria should be submitted with the application letter and portfolio.

2. The Tenure, Promotion, and Review Committee will evaluate the application, vote, and make a written recommendation to the Dean.
D. Criteria for Promotion

1. Excellence in Teaching (All criteria in this section must be met.)

   a. Teaching effectiveness as exhibited in:
      (1) Mastery of the subject matter
      (2) Understanding the teaching/learning process articulated in a philosophy of teaching statement
      (3) Articulation of student learning outcomes appropriate to each course taught
      (4) Skill in employing a variety of instructional strategies
      (5) Application of high academic standards

   b. Evaluation of Instruction:
      (1) Student evaluations of instruction should include a composite analysis by course.
      (2) Peer evaluations of instruction should include both observations and critiques of instruction by two or more faculty members within the College.
      (3) The department chair’s evaluation of instruction should relate to student, faculty and departmental issues and concerns.
      (4) Self-evaluation of instruction should include the following:
          (a) How student evaluations and peer evaluations impact course planning, syllabus revisions, testing procedures, course requirements and classroom activities
          (b) How professional development activities are related to and have influenced instructional responsibilities
          (c) How the immediate supervisor’s evaluation has influenced instructional responsibilities
          (d) The use of results from student learning outcomes for the development of courses and the improvement of instructional design
          (e) A portfolio of information related to one’s instructional responsibilities
2. Evidence of Professional Competence and Growth

Professional Competence and Growth has as its aim improving instruction or adding knowledge to the field of study. Creative activities may include inventive approaches to solving problems in classroom instruction as well as unique projects. This work must be performed at an exemplary level. Research includes but is not limited to formal presentations or publications in scholarly journals. Candidates must show promise of moving toward excellence in the criteria appropriate to their work assignments. One critical sign of promise is the demonstration of consistency and growth in their work and a likelihood of continuing excellence. The following areas of professional competence and growth constitute the criteria for promotion:

a. Evidence of scholarly and creative activity and growth
b. Demonstrated currency in the discipline
c. Continuing education, formal and informal
d. Attainment of earned, advanced academic degrees from an accredited institution of higher learning (including accreditation by a regional accreditation body)
e. Satisfactory growth in scholarly and creative activity, as appropriate, in one or more of the following:

(1) The scholarship of teaching (e.g. researching, writing and presenting about, proposing grants about, teaching and curricular development)
(2) The scholarship of discovery (e.g. research, presentations, refereed publications expanding knowledge in the discipline)
(3) The scholarship of application (e.g. applying professional expertise for internal, external organizations)
(4) The scholarship of integration (e.g. framing new syntheses within the discipline, presenting publishing same in refereed outlets)
(5) The scholarship of creation (e.g. generating, creating, producing original works of visual, performing art)
(6) The scholarship of artistic performance (if appropriate to one’s discipline)

The following activities exemplify documentation of the criteria noted above:
a. An earned doctoral degree from a regionally accredited institution of higher learning (accepted regional accreditation agency, such as the Southern Association of College and Schools) in an appropriate academic discipline
b. Evidence of professional development and scholarship in teaching and learning including new innovations in instruction, participation in professional meetings and conferences focused on teaching and learning, assessment of student learning outcomes, and the development of curriculum
c. Participation in professional seminars and conferences, such as paper presentations, panel discussion or reviewer, session chairperson, symposium organizer or conference coordinator
d. Attendance at professional conferences and professional development programs
e. Membership in honor and professional associations, including serving as officer/board member or chair/member of a committee
f. Professional certification and formal courses
g. Textbook and article reviews
h. Refereed journal articles or as an editor or board member of a journal
i. Publications in non-refereed journals, magazines or newspapers

3. Service

The College distinguishes between routine performance of service and that which draws upon breadth and depth of scholarship. The following criteria seek to clarify what is meant by service:

a. Leadership roles in the College
   (1) Special leadership assignments
   (2) Productivity and commitment to assignments
b. Serving on College and University committees
   (1) Role on committee (chair, member)
   (2) Contributions to committee
c. Collegiality and collaboration
d. Student advising and recruiting
e. Leadership as officer/board member in the community
f. Participation in civic organizations
g. Representation of University in the community
h. Speaker at civic meetings
i. Publications of books, chapters, monographs, technical reports and/or proceedings.
j. Consulting (compensated or uncompensated)
k. Funded research grants and contracts

3.03.4 Professor Emeritus Status
A full-time faculty member may request recommendation for promotion to the rank of Professor Emeritus upon retirement. This request must be made in writing to the Dean during the year immediately preceding full retirement. The Dean will bring the recommendation to Penfield College of Mercer University faculty for approval. Additional information regarding this rank is given in the University Faculty Handbook, Section 2.04.4.

3.03.5 Promotion of Full-time Non-tenure Track Faculty
Penfield College of Mercer University employs non-tenure track faculty. These faculty members are critical to the College’s academic mission. Non-tenure track faculty fall into two categories:

1) Full-time non-tenure track faculty at the rank of Assistant Professor or full-time visiting faculty positions
2) Adjunct Instructors who are contracted on a course by course basis

This policy section seeks to establish clear guidelines for the promotion of full-time non-tenure track faculty. It does not apply to adjunct Instructors or full-time faculty appointed to “visiting” faculty positions. The former are contracted on a course by course basis. The latter are appointed to a limited duration contract (normally no more than one year at the discretion of the Dean). Individuals holding appointments as full-time non-tenure track faculty are hired through regular University procedures governing new position approval, recruitment, and affirmative action.
A. Rationale for the Promotion of Full-time Non-tenure Track Faculty

Full-time non-tenure track faculty are contracted in response to specific academic staffing needs in the College. These faculty provide the academic departments of the College and the Dean a measure of flexibility in meeting the demands for additional faculty. Such flexibility expands the flexibility adjunct faculty contracted on a course by course basis and at the rank of instructor afford the college. After a search process, full-time non-tenure track faculty are appointed to a full-time position at a specified rank (normally Assistant Professor) and fulfill all of the duties of full-time tenure track faculty in the areas of teaching, scholarship, and service. Responsibilities include academic advising, curricular development, department and committee service to the College, and service on University wide committees and taskforces. Given the responsibilities of these appointments, full-time non-tenure track faculty are eligible for promotion in academic rank under the same criteria and procedures that apply to tenure track faculty.

B. Time in Rank

Time thresholds for promotion are based on merit, time in rank, and an appropriate terminal degree from a regional accreditation agency. Time in rank alone does not guarantee promotion.

- Promotion from Instructor to Assistant Professor: When a person hired at the rank of instructor earns the appropriate terminal degree, promotion will be considered during the following year.
- Promotion from Assistant Professor to Associate Professor: Consideration for promotion is given during the sixth year of a continuing contract as Assistant Professor.
- Promotion from Associate Professor to Professor: Consideration for promotion is given during the eighth year of a continuing contract as Associate Professor.
- Consideration for promotion may occur at other time intervals based on the recommendation of the department chair and at the discretion of the Dean.

C. Criteria for Promotion of Full-time Non-tenure Track Faculty

1. After notification from the Office of the Dean, faculty members applying for promotion should submit an application letter to the Chair of the Tenure, Promotion, and Review Committee. The letter should carefully address each criterion specified and demonstrate that the applicant has clearly met the criteria, and accompany supporting
material that documents quality of teaching, professional growth and development, evidence of leadership within the College, University and community and scholarly endeavors.

2. The Tenure, Promotion, and Review Committee will evaluate the application, vote, and make a written recommendation to the Dean.

D. Criteria for Promotion

1. Excellence in Teaching (All criteria in this section must be met.)

   a. Teaching effectiveness as exhibited in:

      (1) Mastery of the subject matter
      (2) Understanding the teaching and learning process articulated in a philosophy of teaching statement
      (3) Articulation of student learning outcomes appropriate to each course taught
      (4) Skill in employing a variety of instructional strategies
      (5) Applying high academic standards

   b. Evaluation of Instruction:

      (1) Student evaluations of instruction should include a composite analysis by course.
      (2) Peer evaluations of instruction should include both observations and critiques of instruction by two or more faculty members within the College.
      (3) The immediate supervisor’s evaluation of instruction should relate to student, faculty and departmental issues and concerns.
      (4) Self-evaluation of instruction should include the following:

         (a) How student evaluations and peer evaluations impact course planning, syllabus revisions, testing procedures, course requirements and classroom activities
         (b) How professional development activities are related to and have influenced instructional responsibilities
(c) How the immediate supervisor’s evaluation has influenced instructional responsibilities
(d) The use of results from student learning outcomes for the development of courses and the improvement of instructional design
(e) A portfolio of information related to one’s instructional responsibilities

2. Evidence of Professional Competence and Growth

Professional competence and growth has as its aim improving instruction or adding knowledge to the field of study. Creative activities may include inventive approaches to solving problems in classroom instruction as well as unique projects. This work must be performed at an exemplary level. Research includes but is not limited to formal presentations or publications in scholarly journals. Candidates must show promise of moving toward excellence in the criteria appropriate to their work assignments. One critical sign of promise is the demonstration of consistency and growth in their work and a likelihood of continuing excellence. The following areas of professional competence and growth constitute the criteria for demonstrating tenure merit:

a. Evidence of scholarly and creative activity and growth
b. Demonstrated currency in the discipline
c. Continuing education, formal and informal
d. Attainment of earned, advanced academic degrees from an accredited institution of higher learning (accredited by a regional accreditation body)
e. Satisfactory growth in scholarly and creative activity, as appropriate, in one or more of the following:

(1) The scholarship of teaching (e.g. researching, writing and presenting about, proposing grants about, teaching and curricular development)
(2) The scholarship of discovery (e.g. research, presentations, refereed publications expanding knowledge in the discipline)
(3) The scholarship of application (e.g. applying professional expertise for internal, external organizations)
(4) The scholarship of integration (e.g. framing new syntheses within the discipline, presenting publishing same in refereed outlets)
(5) The scholarship of creation (e.g. generating, creating, producing original works of visual, performing art)
(6) The scholarship of artistic performance (if appropriate to one’s discipline)

The above criteria may be documented with reference to activities such as the following:

a. Participation in professional seminars and conferences, such as paper presentations, panel discussion or reviewer, session chairperson, symposium organizer or conference coordinator
b. Evidence of professional development and scholarship in teaching and learning including new innovations in instruction, participation in professional meetings and conferences focused on teaching and learning, assessment of student learning outcomes, and the development of curriculum
c. Attendance at professional conferences and professional development programs
d. Membership in honor and professional associations, including serving as officer/board member or chair/member of a committee
e. Professional certification and formal courses
f. Textbook and article reviews
g. Refereed journal articles or as an editor or board member of a journal
h. Publications in non-refereed journals, magazines or newspapers

3. Service

Service to the University and community must be performed effectively. The College distinguishes between routine performance of service and that which draws upon breadth and depth of scholarship. The following criteria seek to clarify what is meant by service:

a. Leadership roles in the College
   (1) Special leadership assignments
   (2) Productivity and commitment to assignments
b. Serving on College and University committees
   (1) Role on committee (chair, member)
   (2) Contributions to committee
c. Collegiality and collaboration
d. Student advising and recruiting
e. Leadership as officer/board member in the community
f. Participation in civic organizations
g. Representation of University in the community
h. Speaker at civic meetings
i. Publications of books, chapters, monographs, technical reports and/or proceedings
j. Consulting (compensated or uncompensated)
k. Funded research grants and contracts

E. Review and Notification of Promotion of Full-time Non-tenure Track Faculty

1. The promotion of full-time non-tenure track faculty is based on renewal of contract in the years in which the faculty member is eligible for promotion. Continued employment evidenced by the renewal of contract is at the discretion of Dean. Decisions on promotion are contingent on the renewal of the contract.

2. Full-time non-tenure track faculty members will complete the annual faculty review and self-evaluation and the professional development plan as outlined above in section 3.02. Annual review by the respective department chair will result in the department chair’s recommendation to the Dean regarding the renewal of contract and promotion.

3. If granted, the promotion becomes effective at the beginning of the seventh contract year for promotion to Associate Professor or in the fifteenth contract year for promotion to Professor.

4. Faculty members are notified of promotion following the April meeting of the University trustees in the year of the promotion review. A denial of promotion does not preclude the renewal of the contract.