

MERCER UNIVERSITY

TIFT COLLEGE OF EDUCATION FACULTY HANDBOOK

A Policies and Procedures Manual

The University Faculty Handbook supersedes any College, Department, or Program Faculty Handbook.

Revised August 2022

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Preface

The Tift College of Education Faculty Handbook describes the organizational structure and governance and sets forth the major policies and procedures affecting faculty at the college level. Because Mercer University is a dynamic institution, it is inevitable that changes will occur, new policies and procedures will be adopted, and existing descriptions will be superseded. This Handbook will be revised periodically, but changes between Handbook revisions will take effect as they are duly adopted. The provisions of the Mercer University Faculty Handbook supersede individual collegiate policies and procedures.

Mission

The Mercer University Tift College of Education is a community committed to advancing the study of education and preparing educators to teach, to learn, to create, to discover, to empower, and to serve, all aimed at a diverse society. As scholars, we seek to engage in meaningful research to ground our advocacy for teaching and educational leadership as professions vital for moving toward educational equity and improved opportunities for all people.

Vision

The Tift College of Education will be a leader in a) providing innovative, equity oriented, and transformative learning experiences for current and future educators b) advancing knowledge in the field of education through research and scholarship; and c) serving and advocating for the profession and local and global communities.

Conceptual Framework

“The Transforming Educator,” a living link in the educational process, is an educator who continually changes internally through understanding, practicing, and reflecting, such that, individually and collaboratively, he or she is an advocate for all learners. The Transforming Educator implements appropriate and significant life-changing experiences that effectively provide for the needs of the individual, actively engage others in transformative processes, and promote life-long learning.

Historical Background

The Tift College of Education had its beginning in the founding of Mercer University in Penfield, Georgia, in 1833. It originated in the 19th century as a School of Education and was added to Schools of Language, Literature, Theology, Science, and Law, which were considered “traditional.” All the Schools were housed under the College of Liberal Arts, Mercer University, which had moved from Penfield to Macon in 1871.

Through the years other Schools evolved, such as the Stetson School of Business. Additional Schools were created, such as the School of Engineering. In more recent years, Mercer’s undergraduate and graduate programs in Education and Business were considered strong pre-professional programs in the College of Liberal Arts which had also in later years organized an Evening College. In 1987 when Tift College was merged with Mercer University, the Mercer Evening College combined with the Tift College Evening College to form a separate School: University College. This college, which served a number of distributed sites, was housed on the Tift College campus, and its purpose was to expand educational opportunities for the adult student while emphasizing and maintaining traditional academic standards.

In 1995, the Department of Education in the College of Liberal Arts was combined with the various departments of University College to form a new entity: the School of Education. The School was renamed

as Tift College of Education in 2001 and included programs not considered as part of teacher education. In the spring of 2003, Tift College of Education was restructured and programs which were not teacher education programs were moved to the College of Continuing and Professional Studies, which is now Penfield College.

The Tift College of Education offers undergraduate degrees with a broad curriculum based upon a strong liberal arts, Judeo-Christian tradition. Undergraduate degrees in Early Learning and Development, Elementary and Special Education (including The Holistic Child), and Middle Grades Education are offered. Students in the College of Liberal Arts on the Macon Campus can seek certification in a variety of secondary programs, and Tift College of Education collaborates with the Townsend School of Music on an undergraduate degree in Music Education. Master of Arts in Teaching Degrees, Master of Education Degrees, Education Specialist Degrees, and Doctor of Philosophy Degrees are also offered by the College of Education. The purpose of these graduate programs is to prepare teachers and school leaders with a philosophy of growth and change based on valid techniques in the skill of teaching, and to foster a disposition to initiate and promote basic, applied, and advanced research.

1. ACADEMIC ORGANIZATION

1.1. Organization of the College

The Tift College of Education was restructured in the Spring of 2003 in such a manner as to focus on professional education programs. The College offers undergraduate and graduate degree programs on the Atlanta campus, Macon campus, and the Regional Academic Centers. Various program and course offerings are published in the appropriate University Catalog.

Faculty are housed at four sites: Atlanta Cecil B. Day Campus, Macon Campus, and the Regional Academic Centers (Douglas and Henry Counties). The Dean's office is located on the Atlanta Campus; one Associate Dean is located on the Macon Campus and two Associate Deans are located on the Atlanta Campus.

The College is administered by the Dean and Associate/Assistant Deans and is organized into two units: 1) the Macon Campus and Regional Academic Centers in Atlanta/ Douglas/ Henry/Macon, and 2) the Atlanta Campus. Two assistant deans head these units and report directly to the Dean.

1.2. Bylaws of the Faculty of the Tift College of Education

Article I – Name

The name of the body constituted in the document shall be the Faculty of the Tift College of Education of Mercer University.

Article II – Membership

A. The voting membership of the Faculty of the Tift College of Education shall consist of the President, the Provost, the Dean of the College, all faculty holding full-time appointments in the College, and all administrators within the Tift College of Education holding faculty appointments. All part-time or adjunct faculty members, faculty members on phased retirement, visiting professors, and professors emeriti shall be considered non-voting members of the Faculty.

B. The President, the Provost, the Dean of the College, or the Faculty by vote may designate persons not included in the foregoing paragraph who shall have the privilege of attendance and discussion at faculty meetings, but not the privilege of voting.

Article III – Officers

A. The Dean of the College shall be the chief administrative and academic officer of the Tift College of Education. In the absence of the Dean, one of the Associate Deans will serve in that capacity.

B. As members and officers of the Faculty, the President and/or the Provost may attend and preside over any meeting of the Faculty.

C. The Chair and Vice-Chair of the Executive Committee are elected annually by the Committee to coordinate the Faculty's partnership with the Dean. (See Article VI: A.)

D. The Secretary of the Faculty shall be appointed annually by the Dean upon consultation with the Executive Committee. Only regular, full-time faculty members maybe considered. The Secretary shall be responsible for keeping accurate records of all meetings and actions of the Faculty, and upon Faculty direction shall transmit in writing all motions passed, or actions taken, to the persons or bodies concerned. The Secretary's records shall be open for inspection by all members of the Faculty. The Secretary may use clerical assistance to obtain and keep accurate records.

E. The Executive Committee shall recommend annually a Parliamentarian to the Faculty.

Article IV - Responsibilities and Authority

A. The Faculty shall have the authority and responsibility to determine academic policies and procedures which effectively carry out the mission of Mercer University and the Tift College of Education, including curriculum, program development, admission requirements, and graduation requirements. The Dean shall implement the decisions of the Faculty.

B. The Faculty shall share responsibility with the Dean's office and other Tift College administrators for faculty selection, review, and retention. Faculty shall share responsibility for review and evaluation of the Dean, the Associate/Assistant Deans, and other administrators through processes established by the Tenure, Promotion, and Review Committee and approved by the Faculty and with consideration of established University review procedures.

C. The Faculty shall consider any matter referred to it by the President, Provost, University House of Delegates, Dean, Executive Committee of the College, or any member of the Faculty.

D. The Faculty may, by majority vote, make recommendations through the Dean to the President, Provost, University House of Delegates, or other appropriate individuals or bodies.

E. The Faculty shall at its March meeting elect the requisite number of delegates to the University Faculty House of Delegates for three-year terms. Those eligible for elections shall be members of the full-time teaching Faculty. No delegate shall serve more than two successive terms. Delegates shall voice the will of the Faculty. Unexpired terms shall be filled as soon as possible by a vote of the Faculty. Delegates of the Tift College of Education shall be tenured or tenure-track faculty.

Article V - Meetings and Procedure

A. The Faculty shall meet throughout the academic year. The dates, places, and meeting agendas shall be established jointly by the Dean, the Associate/Assistant Deans, other Tift College administrators, and representatives of the Executive Committee (the Leadership Team). With due notice, special meetings may be called by the President, Provost, or Dean, and may be requested by the Executive Committee or any full-time faculty member. The Dean shall convene regular Faculty meetings and shall preside over these meetings. The Dean shall designate the Chair of the Executive Committee as the Faculty representative responsible for conducting and implementing the agenda pertaining to reports of standing committees, as well as ad hoc committee reports. In the absence of the Dean, an Associate Dean shall preside over the meeting. In the absence of the Chair of the Executive Committee, the Vice Chair of the Executive Committee shall conduct the committee report section of the agenda.

B. This section describes the manner by which the Faculty shall amend the *Tift College of Education Faculty Handbook: A Policies and Procedures Manual*. It is the intent of the Faculty in adopting this section to allow for use of time and technology to facilitate full and open discussion in as efficient a manner as is reasonable. Committee Chairs shall notify, as soon as possible, all faculty members of issues that are pending in their respective committees. If there are multiple issues pending, the Chair and committee members shall have the discretion to determine the priority of those issues. Following notification of pending issues, Committee Chairs shall be empowered to make use of electronic communications to facilitate discussion and debate with committee members and all interested faculty members regarding those issues. After a reasonable amount of time for debate and discussion, the Committee Chair shall, electronically, disseminate recommendations from the committee to the Faculty for a final review. At the next regularly convened faculty meeting, the Committee Chair shall present the issue for face-to-face discussion, after which the Chair may propose the measure for a vote, it having come from the committee as a seconded motion. The preceding notwithstanding members of the Faculty shall have the right to present proposals from the floor at any time new business is in order.

C. A majority of the Faculty, exclusive of those on leave, shall constitute a quorum.

D. Faculty members are expected to attend all meetings of the Faculty and the committees to which they belong when meetings have been scheduled and announced. Timely notice of a necessary absence from a meeting shall be communicated to the presiding person.

E. Voting (e.g., voice, paper, or electronic) shall be by the form decided on by the presiding officer when appropriate. However, any faculty member may request that the vote be anonymous. The majority of voting members present carry a motion.

F. Except as otherwise provided by the Bylaws, Robert's Rules of Order shall be followed.

Article VI - Committees of the Faculty

A. Executive Committee

The Executive Committee shall be an elected faculty committee to represent the Faculty and to advise the Dean in matters of academic administration. The Committee shall meet regularly prior to its advisory session with the Dean.

The Committee shall consist of five regular members: four administrative site/program representatives and one at-large member. Prior to the regular April faculty meeting, one representative shall be elected by the Faculty at each of the following administrative sites/programs: Macon, Atlanta, Henry/Douglas, and Educational Leadership. At the regular April faculty meeting, the Tift College of Education faculty shall elect one at-large Executive Committee member. Additionally, one at-large alternate shall be elected. Each member shall be a full-time faculty member and shall not currently be in the position of Chair or Associate/Assistant Dean. Members shall be elected for single two-year terms, and each year either two or three members of the Committee will rotate off in an alternating sequence. Members (except the alternate) may not serve more than three consecutive terms. The Committee shall annually elect a Chair and Vice Chair. Both the Chair and Vice Chair shall be tenured faculty. Membership on the Faculty Executive Committee is restricted to tenured faculty.

B. Standing Committees

The following shall be the standing committees of the Faculty with responsibilities as indicated. They shall initiate recommendations and receive matters referred to them by the Dean and the Faculty. They shall make reports to the Faculty at regular or called faculty meetings and shall write and distribute an annual report.

The following two standing committees shall be elected for two-year terms by the Faculty at the regular April meeting and shall not serve more than three consecutive terms:

- the Tenure, Promotion, and Review Committee and
- the Faculty Welfare and Development Committee

To qualify for the Tenure, Promotion, and Review Committee, the faculty member must be full-time, not on phased retirement, and have tenure. The Faculty Welfare and Development Committee shall have one member who is full time, not on phased retirement, and not tenured. The remaining members of the Welfare Committee shall be full time, not on phased retirement, and have tenure. The Committee Chair shall be a tenured faculty member.

The remaining standing committees shall be appointed by the Dean and the Executive Committee with attention to faculty preference. No faculty member may serve on more than three Tift College of Education standing committees each year or serve as chair of more than one Tift College of Education standing committee each year. Faculty committee terms are limited to three consecutive terms for all committees.

Ex-officio members of faculty committees shall serve an advisory, non-voting role on such committees. Administrators, including the Dean, Associate Dean(s), and Chairs shall not serve on faculty committees where they have already taken part in the decision-making process outside of the committee or where the participation of administrators is inappropriate. Those faculty committees are The Executive Committee; Tenure, Promotion and Review Committee; Faculty Welfare Committee; Grade Appeals Committee, Bylaws Policies and Procedures; and the Curriculum Committee.

Alternate members of faculty committees shall attend meetings along with regular members, and participate actively, but shall only vote in the absence of a regular member.

Standing committees shall excuse faculty members with potential conflicts of interest from service on a committee. Potential conflicts of interest occur when individuals who may directly or indirectly derive a personal benefit from a decision are able to influence others on that committee.

The functions of the Standing Committees are as follows:

1. Grade Appeals Committee

The Grade Appeals Committee shall receive and review all grade appeals submitted through the published procedures. Committee membership must include at least one undergraduate faculty member and at least one graduate faculty member.

2. Assessment Committee

The Assessment Committee shall be responsible for establishing, maintaining, and reviewing a comprehensive assessment program plan for the Tift College of Education. All recommendations applicable to assessment shall be made to the Faculty for approval. The Director of Assessment shall serve as an ex-officio member of the Assessment Committee.

3. The Committee on Bylaws, Policies, and Procedures

The Committee on Bylaws, Policies, and Procedures is responsible for receiving, reviewing, and recommending to the Faculty any changes in the bylaws and regularly reviewing the policies and procedures document for currency and accuracy.

4. Faculty Welfare and Development Committee

The Faculty Welfare and Development Committee shall receive or initiate any proposal concerning faculty salaries, fringe benefits, workload, and grievances. The Committee shall also receive or initiate any proposal for the development of the Faculty of the College of Education. Recommendations regarding suggested actions will be made to the Faculty and to the Dean. Recommendations for faculty/staff honors and awards shall be the responsibility of the Faculty Welfare and Development Committee. The Faculty Welfare and Development Committee shall be responsible for developing criteria for honors and awards and submitting these criteria along with associated policies and procedures to the Faculty for approval.

Each member of the Faculty Welfare Committee shall be a full-time faculty member and shall not currently be in the position of Associate/Assistant Dean. The Chair shall be a tenured faculty member.

The Faculty Welfare Committee shall be comprised of a total of five members: four tenured faculty members and one non-tenured faculty member. Prior to the regular April faculty meeting, one tenured faculty member shall be elected by the faculty at each of the following sites/programs: Macon, Atlanta, Henry/Douglas, and Educational Leadership. At the regular April faculty meeting, one at-large, non-tenured faculty member shall be elected by the Tift College of Education faculty. The at-large member of the Faculty Welfare and Development Committee is restricted to tenure-track faculty.

If at any site/program there is not a tenured faculty member, a non-tenured faculty member from the site/program may be elected to serve on the Faculty Welfare Committee until such time that there is a tenured faculty member at the site/program. If the non-tenured member of the Faculty Welfare Committee acquires tenure during his or her term, a non-tenured replacement will be elected to finish the term.

5. Tenure, Promotion, and Review Committee

The Tenure, Promotion, and Review (TPR) Committee shall consist of six tenured faculty members elected by the Faculty at the regular April meeting. These faculty members shall be associate professors and full professors, with at least one member of the Committee consisting of full professors. Membership on the TPR Committee is restricted to tenured faculty whose primary responsibility is teaching. A faculty member who is a candidate for promotion during the next year shall not be eligible to serve. The TPR Committee shall elect a Chair.

The TPR Committee shall develop and recommend guidelines for faculty tenure, promotion, and review and for the review of the Dean, Associate Deans, other Tift College administrators, and the full-time Faculty. The guidelines shall be approved by the Faculty and shall remain in effect until modified by the Faculty.

The TPR Committee shall accept tenure and promotion applications from eligible faculty. The TPR Committee shall deliberate and forward its written recommendations for faculty tenure and promotion to the Dean of the Tift College of Education. Written recommendations shall include a detailed rationale for the Committee's decision. The Dean shall write separate recommendations. The Dean shall forward both the TPR Committee's and Dean's recommendations to the Provost.

The TPR Committee shall conduct annual performance reviews of the Dean, the Associate/Assistant Deans, and other Tift College administrators using the guidelines developed by the TPR Committee and approved by the Faculty.

Reviews of all faculty members' performance will be conducted according to the Faculty-approved procedures as published in the Tenure, Promotion, and Annual Review Process Guidelines. The full document is published on the Tift College of Education website and is available at this link:

6. Curriculum Committee

The Curriculum Committee shall be responsible for recommending to the Faculty for approval of all policies and procedures related to the curriculum in Tift College of Education. The Committee shall have two co-chairs, one with responsibility for administering undergraduate curriculum proposals and the other for administering graduate curriculum proposals. All changes to curriculum shall be submitted by the appropriate co-chair of the Curriculum Committee to the Graduate or Undergraduate Council of the University.

7. Fieldwork Committee

The Fieldwork Committee shall be responsible for reviewing and recommending to the Faculty for approval of all policies and procedures related to fieldwork in the Tift College of Education. The Director of Field Placement shall serve as ex officio member of the Fieldwork Committee. The Fieldwork Committee is also responsible for regularly reviewing the *Field Experience Handbook* and making revisions as necessary.

C. Ad Hoc Committees

The President, Provost, Dean, and a member or members of the Faculty may recommend to the full Faculty the creation of ad hoc committees to address special needs within the Tift College of Education. The tenure of such committees shall be limited to the time necessary to complete the assigned work. The Faculty may decide whether a given ad hoc committee shall be elected or appointed.

D. Site Based Council on Professional Education (SCOPEs)

The Site-Based Councils on Professional Education function as advisory boards for the Professional Education Programs. These Councils, chaired by the site or program chairs, have representation from the various stakeholders in education preparation at Mercer University and public-school personnel.

Article VII - Amendment or Repeal of Bylaws

These Bylaws may be amended or repealed with the approval of two thirds of a Faculty quorum (Article V.C) present and voting. The procedure for amending the Bylaws shall be as described in Article V, section B of this document.

1.3. Administrative Structure

1.3.1. The Dean

The Dean is appointed by the President with approval by the Board of Trustees and is the administrative and academic head of the College. In the professional education program, the Dean is the designated unit head. The responsibilities of the Dean are outlined in the *University Faculty Handbook*.

1.3.2. The Associate/Assistant Dean(s)

The Dean's office of Tift College and the college as a whole is served by administrators with various titles such as Associate or Assistant Dean. Each of the Associate/Assistant Deans has specific responsibilities that may be programmatic in nature or geographic.

The Dean's office shall provide the Faculty with a description of the duties and responsibilities of each such person.

Associate Dean of Academic Affairs

The Associate Dean for Academic Affairs provides college-level leadership in curriculum and its delivery, assessment, and program accreditation. Within the context of the College, academic affairs include curricular matters pertaining to undergraduate and graduate programs of study, courses, and field experiences; management of the curriculum, including assessment, accreditation, enrollment management, and certification; and the support of curriculum delivery, including faculty professional development and curricular problem resolution for students and faculty. The Associate Dean for Academic Affairs has responsibility for matters of academic affairs across the two campuses and two centers at which Tift College programs are offered and faculty are housed.

Duty/Responsibility	Description (e.g., details, explanation, elaboration, examples, etc.)
Promote and support the design and implementation of innovative programs, courses, and field	• Annually gather recommendations from faculty and other sources for new programs and improvements to existing programs; assess the value and feasibility of these recommendations; and, as appropriate, advance

<p>experiences</p>	<p>the recommendations to Program Directors/Coordinators, Associate/Assistant Deans, or the Dean.</p> <ul style="list-style-type: none"> • Guide and support faculty through the processes of program design, approval, and implementation. The process should involve the design of coursework and assessments, approval by the GaPSC and University Graduate or Undergraduate Council, catalog changes, and student recruitment. • In collaboration with the Fieldwork Committee, Director of Field Experiences, Assistant/Associate Deans, and Program Directors, annually evaluate field experience policy and practices and make improvements as necessary.
	<ul style="list-style-type: none"> • Implement a tiered model of field partnership. Review field partnerships annually and modify as needed.

<p>Guide the work of the College's Curriculum Committees and curriculum proposal process</p>	<ul style="list-style-type: none"> • Develop and guide the implementation of a College Step-by-Step Curriculum Proposal Process. The Process should include at least the steps of (a) ideation, (b) initial conversation, (c) proposal development and consultation, (d) program and site review, (e) college-level review and approval, and (f) university-level review and approval. • Develop and implement a consultation protocol for documenting consultations regarding proposals for new programs, program changes, new courses, course changes, certification, and program/course reactivation or deactivation. Consultations must occur with the impacted faculty, Program Directors/Coordinators, Assistant/Associate Deans, Associate Dean for Academic Affairs, and others outside of the College likely impacted before any proposal is brought before the College Curriculum Committee. Review the protocol annually and update as needed. • Meet with the College Curriculum Committee at the beginning of each academic year to discuss the curriculum proposal process and use of the consultation protocol. • Meet with the Co-Chairs of the College Curriculum Committee before each scheduled Committee meeting, discuss matters coming before the Committee, provide guidance and support, as appropriate, and follow-up with the Co-Chairs after the meeting to determine if support is needed. • As part of the new faculty onboarding, present an overview of the College's curriculum proposal process and inform new faculty where curriculum documents are on the College webpage.
<p>Promote and support the development and delivery of online and blended course and program delivery formats</p>	<ul style="list-style-type: none"> • Gather and compile annual program information about the delivery of courses and programs, share the information with faculty and staff to support program integrity and student progression. Bring to the attention of the Assistant Dean(s) questions or concerns about the course and program integrity and factors that positively or negatively impacting student progression. • Solicit input from faculty, Assistant Deans, and other sources regarding instruction-related professional development needs and desires. Use the input received to develop an annual slate of instruction-related professional

development sessions.

	<p>-Work with the Assistant Deans, the Associate Dean for Research and Faculty Affairs, Associate Dean for Student Affairs, Outreach, and Diversity and Inclusion and the Faculty Welfare and Development Committee to provide a coordinated and robust annual professional development program for College faculty, staff, and students.</p>
<p>Work with undergraduate and graduate program recruitment staff, faculty and Assistant Deans to manage enrollment</p>	<p>-Attend College meetings with the Enrollment Management Team and provide input about recruitment and enrollment data, trends, and recruitment proposals.</p> <p>-Work with the Enrollment Management Team and in consultations with the Associate Dean for Student Affairs, Outreach, Diversity, and Inclusion, Assistant Deans and Dean to devise and enact recruiting plans to enhance the College's undergraduate and graduate enrollment.</p> <p>-Use the findings from enrollment-related reports (e.g., enrollment trends, credit hours produced by the faculty member, student course & instructor satisfaction, employment of adjunct faculty, etc.) and other relevant data sources (e.g., school system request) to generate an enrollment report each semester. Include in the report your analysis of the information and recommendations for enhancing student admission and progression.</p> <p>-Present the report or excerpts from the report to the College Leadership Team and faculty as requested by the Dean.</p> <p>-Work in consultation with the Associate Dean for Student Affairs, Outreach, Diversity, and Inclusion, as well as Assistant Deans and Program Directors/Coordinators to implement strategies based on recommendations from the report to improve student admission processes and student progression.</p>
<p>Collaborate with Assistant Deans and program directors and coordinators to ensure effective admission, progression, and certification policies</p>	<p>-Analyze current policies and practices related to student admission, progression, and certification.</p> <p>-In collaboration with the Associate Dean for Student Affairs, Outreach, Diversity, and Inclusion make recommendations for improving policies and practices related to student admission, progression, and certification to Enrollment Management, Director of Candidate Program Progression, Assistant Deans, Program Directors/Coordinators, the Dean, and others, as appropriate.</p> <p>-Ensure there is appropriate documentation of admission, progression, and certification policies on the Tift website that are accessible to faculty, students, and others.</p>

<p>Lead and support all College assessment and program accreditation activities, including data collection and analysis, program reviews, unit and program accreditation reporting, as well as curriculum and assessment matters</p>	<ul style="list-style-type: none"> -In collaboration with the Assistant Deans, Director of Assessment, Assessment Committee, and Program Directors/Coordinators, lead the College’s assessment and program approval activities. These activities will include developing, as necessary, and guiding the use of protocols to meet all required standards; directing the collection and analysis of data; guiding the use of data to make program improvements; and directing the preparation of all documents and reports related to unit and program approval. -Lead an orientation/overview session for the Assessment Committee early each fall. The session will serve to orient new members to the work of the Committee, overview the recent work of the Committee, preview matters coming before the Committee during the academic year, and describe the role of the Associate Dean for Academic Affairs, Assistant Deans, and the Director of Assessment specific to College assessment and program approval. -Advise the Assessment Committee regarding assessment and program approval matters. In this advisory role, meet with the Chair of the Assessment Committee before each Committee meeting and with Assessment Committee at least once each semester to discuss matters being addressed. -In collaboration with the Director of Assessment and the Assistant Deans, schedule periodic meetings with Program Directors and Coordinators to discuss and act on matters regarding curriculum development, assessment, and GaPSC standards. -In collaboration with the Director of Assessment and the Assistant Deans organize and lead a Data Day each semester. Data Days will involve faculty, and possibly others, examining data and using findings to recommend program improvements, including courses and fieldexperiences, consistent with enacting a cycle of continuous improvement. -As part of the new faculty onboarding, present an overview of the College’s assessment work and inform new faculty about their role(s) in this work. -Work collaboratively with Director of Assessment, Assessment Committee, Assistant Deans, Program Directors, and Coordinators to ensure that the College is meeting the requirements of the GaPSC standards and engaging in Continuous Improvement.
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<p>Liaise with University-level units responsible for academic affairs and enrollment management and with the state agency responsible for educator credentialing</p>	<ul style="list-style-type: none"> -Attend professional development meetings organized by the GaPSC, GACTE, GAICTE, GADA, and GaDOE, as appropriate. -Foster positive relationships on behalf of the College and work with persons in University-level leadership roles responsible for curriculum approval, enrollment management. -Foster positive relationships and work with persons in state agencies responsible for program approval and educator certification.
<p>Function as a resource to resolve conflicts associated with programs and courses</p>	<ul style="list-style-type: none"> -Guided by the Field Experience Handbook, engage with the Assistant Deans, Director of Field Placement, and faculty to resolve matters involving student issues associated with school placements. - in collaboration with Assistant Deans mediate disputes regarding programs and courses that involve faculty, including the Dean, as needed.
<p>Oversee the granting of external credit (e.g., Prior Learning Assessment, etc.) for College programs</p>	<ul style="list-style-type: none"> -Establish and implement procedures for reviewing and awarding credit for prior learning. The procedures will be based on policy as presented in the University catalogs and on the College website. -As part of the new faculty onboarding, present an overview of the College's policies and procedures for reviewing and awarding credit for prior learning. -Prepare an annual report that documents credit awarded for prior learning and recommendation for improving current policy and procedures for awarding credit for prior learning.
<p>Support partnerships and networking beyond the University that facilitate the work of the College's faculty and students</p>	<ul style="list-style-type: none"> -In collaboration with the Associate Dean for Research and Faculty Affairs and Associate Dean for Student Affairs, Outreach, Diversity, and Inclusion pursue and establish partnerships and agreements with entities beyond the University to benefit academic and recruiting pursuits of the College's faculty and students. -Develop and implement a partnership protocol for documenting partnerships. Consultations must occur with the impacted faculty, Program Directors/Coordinators, Assistant Deans, and appropriate Associate Dean(s) before the Memorandum of Understanding or Agreement is developed. Review the protocol annually and update as needed.

Associate Dean of Research and Faculty Affairs

The Associate Dean for Research and Faculty Affairs provides leadership and strategic vision to the College’s research mission and guides efforts, in collaboration with the faculty and administration, that promote and support faculty development and wellbeing. The Associate Dean for Research and Faculty Affairs will be responsible for research and identified faculty affairs activities across the two campuses and two centers at which Tift College programs are offered and faculty are housed.

Research	Description (e.g., details, elaboration, examples, etc.)
<p>Collaboratively develop and enact initiatives to energize the College research culture and provide research opportunities for faculty and students</p>	<ul style="list-style-type: none"> -Lead the development and implementation of a College Research Plan. The plan will be aligned with the College Strategic Plan and have immediate, short-term, and long-term objectives. -Generate a report annually that highlights indicators of the College’s research culture and shows the outcomes of initiatives and activities noted in the plan. -The plan should drive improvement in the following areas (1) Assistant Professors developing and/or refining long-term programs of scholarship, (2) Faculty of all ranks seeking funding external to Mercer to support their scholarship, (3) Associate Professors and Professors developing a long-term scholarship agenda aligned with their leadership in teaching and/or service, (4) Faculty of all ranks increasing the recognition and stature of their scholarship, and (5) Faculty of all ranks making connections between their scholarship and policy and/or practice to improve outcomes in the field (i.e., Knowledge Mobilization).
<p>Support partnerships and networking that enable within- and cross-college research activities and research-related partnerships and networking beyond the University that facilitate the work of the College’s faculty and students</p>	<ul style="list-style-type: none"> -In collaboration with the Associate Dean for Academic Affairs and Associate Dean for Student Affairs, Outreach, Diversity, and Inclusion pursue and establish partnerships and agreements with entities beyond the University to benefit academic and recruiting pursuits of the College’s faculty and students. -Serve on the Planning Committee of the Atlanta Research Conference and promote conference participation among College faculty and students. -Collaborate with Associate Deans from other Mercer colleges and schools to form partnerships and networks to benefit the research pursuits of the College’s faculty and students.

<p>Promote the integration of research activities into instruction and outreach practices</p>	<p>-Consistent with the College Research Plan and in collaboration with the Associate Dean for Academic Affairs, organize and enact faculty and student efforts that support Knowledge Mobilization and related opportunities that result in demonstrable connections between faculty and student scholarship and their teaching and service.</p>
<p>Provide and facilitate professional development in research and the mentorship of faculty in areas of research</p>	<p>-Consistent with the College Research Plan and in collaboration with the Associate Dean for Academic Affairs and the Associate Dean for Student Affairs, Outreach, and Diversity and Inclusion, organize, promote, and, as appropriate, lead research-focused professional development for faculty and students. -Consistent with the College Research Plan, organize and enact research-focused mentoring experiences for faculty and students.</p>
<p>Work with the VP for Research and the University Office of Grants and Contracts on behalf of the College faculty</p>	<p>-Communicate with the VP for Research and Grants and Contracts personnel to aid the faculty in the submission of grant and contract proposals and the administration of grants and contracts. -Regularly update College faculty on policy and procedural changes that may impact the submission of grant and contract proposals and the administration of grants and contracts.</p>
<p>Serve as a resource for faculty seeking grants and/or contracts and throughout the pre-award and post-award process</p>	<p>-Develop a protocol that shows the steps to follow, the appropriate timeline, and the decisions to make when routing a grant proposal through the University Office of Grants and Contracts. Review the protocol annually and update as needed. -Develop a list of post-award considerations for grant and contract recipients (e.g., Time and Effort report, F&A policy, fiscal year deadlines and spending, no-cost extension, etc.). Review the list annually and update as needed. -Annually lead a professional development workshop to familiarize faculty and students with the protocol, post-award considerations, and differences between awards and gifts (the purview of the Office of Grants and Contracts vs. the Office of Advancement).</p>

	-Consult with faculty and students when they are developing and submitting grant and contract proposals, negotiating awards with granting agencies, and establishing post-award practices.
Review and approve faculty and student IRB, grant and contract proposals in consultation with the Dean	-Review and approve student IRB applications received from faculty teaching courses in which students develop IRB applications. -Review and approve faculty IRB applications received from the Assistant Deans. -Apprise the Dean about grant and contract proposals before submitting to a funding agency.
Coordinate the development and maintenance of a College research webpage, with links to the College's website	-Develop a College research webpage with input from the faculty and College leadership and support from appropriate College and University entities. Review the webpage and links quarterly and update as needed.
Coordinate a Tift College faculty seed grant programs	-Implement a process for soliciting seed grant proposals, awarding seed grants, and assessing the impact of seed grants. Seed grant awards are to provide initial support for efforts that have the potential for external funding. -Report annually on the impact of seed grant awards received by the College faculty. The report should indicate the number and amount of seed grants awarded, the results of the projects supported, and the impact of seed grants on external funding.
Faculty Affairs	
Work with Assistant Deans and Program Directors and Coordinators to guide faculty recruitment and orientation	-Develop and implement a plan for onboarding faculty and supporting their orientation to the College and University during the first year of employment. The plan should benefit from the input and participation of faculty and the College's leadership, dovetail with the orientation provided by Assistant Deans and include an August onboarding experience for new faculty. -The August onboarding experience should address such matters as College leadership duties and responsibilities; expectations for teaching, scholarship, and service; and other matters deemed important to new faculty. -Coordinate recommendations from the faculty, Assistant Deans, and other sources for the Dean regarding faculty needs that may lead to searches. The recommendations should be evidence-based, indicating how a future faculty hire could strengthen an existing program or programs OR provide new growth opportunities for the College.

	<ul style="list-style-type: none"> -After faculty search committees are charged, provide committees with information and guidancespecific to University policy and best practices in faculty recruitment. -Collaborate with the Assistant Deans, as appropriate, to support the work of faculty search chairs and search committee.
Support the orientation of new Program Directors, Coordinators, and Assistant Deans	<ul style="list-style-type: none"> -Support the orientation of new Program Director and Coordinators and Assistant Deans through the new faculty onboarding and orientation process. -In collaboration with the Committee on Bylaws, Policies, and Procedures, support the developing understandings of new Program Directors and Coordinators and Assistant Deans regarding policies and procedures pertinent to their duties and responsibilities.
Coordinate faculty awards and recognitions	<ul style="list-style-type: none"> -In collaboration with the Faculty Welfare and Development Committee, implement a process for soliciting nominations and assembling nomination materials for College and University faculty awards (e.g., Cathryn Futral Excellence in Teaching Award, William Lacefield Service Award, Hendrix Award) and recognitions (e.g., Phi Kappa Phi). -Implement a process in concert with the Assistant Deans and consistent with the University Faculty Handbook (Section 2.17.1 Sabbatical Leaves) for reviewing faculty sabbatical leave applications and recommending applications to the Dean.
Coordinate College-wide efforts of strategic plan implementation	<ul style="list-style-type: none"> -Identify, in concert with the Dean, other Associate Deans, Assistant Deans, and the College faculty, goals and action items that are the focus of College efforts each semester and the performance indicator for each action item. -Describe the activities to be taken weekly or monthly to achieve the selected action items and the persons leading and involved in the activities. -Report on the progress of the Strategic Plan implementation to the College Leadership Team each semester and the College faculty annually.

<p>In partnership with the College leadership and the faculty committee, support efforts to advance faculty welfare</p>	<ul style="list-style-type: none"> -Gather annual recommendations from the faculty regarding needed library and technology-related resources and submit the recommendations to the University Library, Office of Instructional Technology, and the Center for Teaching and Learning, as appropriate. -In support of the work of the Committee on Bylaws, Policies, and Procedures, gather and offer recommendations that benefit the faculty and strengthen the College. -In collaboration with the Faculty Welfare and Development Committee and in response to the College leadership, organize and enact learning opportunities and other experiences that benefit the faculty.
<p>Coordinate the development and distribution of a College biannual newsletter and an annual report</p>	<ul style="list-style-type: none"> -Develop and gather stories and information about teaching, research, and service activities of the College's faculty, students, and alumni. Assemble those stories and information in a newsletter, <i>Innovation and Impact</i>, for distribution once in the fall and once in the spring. The intended audience for the newsletter is College alumni, friends, supporters, faculty, staff and students, and other members of the University and wider education communities. -Assemble information for the College annual report. The annual report will be released early in the fall semester of each academic year. It will include College highlight; faculty recognitions and achievements; publications and presentations of the College's faculty, staff, and students; faculty grants and contracts; and student and alumni highlights.

Associate Dean for Student Affairs, Outreach, Diversity and Inclusion

The Associate Dean for Student Affairs, Outreach, and Diversity and Inclusion provides college-level leadership in all aspects of student affairs, including student admissions and academic advising, career development, guidance regarding student services, student conduct, and student recognitions, awards, and success initiatives. The position functions as a primary student advocate providing resource assistance to students during their education. Also, the Associate Dean will work with post-secondary stakeholders to develop and maintain partnerships; support initiatives that advance teaching, learning, and educational leadership; and promote efforts that highlight the College's commitment to diversity and inclusion.

Student Affairs Duty/Responsibility	Description (e.g., details, explanation, elaboration, examples, etc.)
Inform the processes of student admissions	<ul style="list-style-type: none"> -Work with Enrollment Management staff to support student admissions, which may include evaluating student transcripts, meeting with students and influencers on campus and off-site, approving students' program applications, creating program plans, participating in new student orientations and information sessions. -Lead efforts to develop and promote strategies that emphasize culturally responsive recruiting (i.e., address barriers traditionally associated with admission, enrollment, and progression). -Consult with the Associate Dean for Academic Affairs and the Enrollment Management Team to devise and enact recruiting plans to enhance the College's undergraduate and graduate enrollment.
Guide the processes of academic advising	<ul style="list-style-type: none"> -Guide the work of College faculty and staff advisors, including clarifying policies, offering advice regarding recommended programs of study and course selections, demonstrating how to register students for classes in CNexus, serving as a liaison with Assistant Deans regarding matters of course offerings and availability. -Lead an annual advisor orientation/refresher meeting for College faculty and staff. The orientation/refresher meeting will provide information about programs of study and procedures, important dates for students (e.g., field experience application deadline, etc.), strategies for supporting student progression, and information about University offices where students can seek assistance and services. -Administer the advising survey on an annual basis, tabulate survey findings, and report the findings to the College faculty and staff advisors and College Leadership Team.
Manage student probation, dismissal, and academic disciplinary procedures	<ul style="list-style-type: none"> -Review course grades each semester to determine the probation and dismissal status of all Tift students. -Prepare and send letters notifying students whose status has changed to probation or dismissal. -Communicate with Macon, Atlanta, and Center Registrars to update the status of all Tift students

	<p>placed on probation or dismissed from the University.</p> <ul style="list-style-type: none"> -Track grades of I (Incomplete) and the timeline for converting each I grade issued to a passing grade or a grade of F. Tracking may involve soliciting information from Assistant Deans, communicating with the University Registrars, and reviewing student records, as necessary. -As appropriate and in consultation with the Assistant Dean, remind the faculty member (issuer) and student (recipient) when the deadline is near for converting a grade of I to a passing grade or a grade of F. -Support the work of the College Grade Appeals Committee to ensure the Committee's decisions are timely and consistent with University and College policy, and that the Committee's decisions are communicated to students. -Coordinate with advisors and Assistant Deans to ensure that students are receiving consistent and timely information that supports their progression through degree and endorsement programs.
<p>Support the work of the Registrars, the Office of Field Placement, the Associate Dean for Academic Affairs, and Assistant Deans specific to student enrollment, progression, and graduation</p>	<ul style="list-style-type: none"> -Complete program audit forms and certification of degree forms for graduating Tift students or guide the work of others completing these forms. -Work with the Director of Field Experiences, Assistant Deans, and Program Directors to approve teacher candidates for practicum, student teaching, and internship experiences. -Communicate with Assistant Deans about class offerings and class schedules to aid student progression and program completion. -Consult with the Associate Dean for Academic Affairs, Assistant Deans, and Program Directors/Coordinators to implement strategies based on recommendations from the Academic Affairs Report to improve student admission processes and student progression. -Collaborate with the Associate Dean for Academic Affairs to make recommendations for improving policies and practices related to student admission, progression, and certification to Enrollment Management, the Director of Candidate Program Progression, Assistant Deans, Program

	Directors/Coordinators, the Dean, and others, as appropriate.
Provide opportunities for student career exploration and develop	<ul style="list-style-type: none"> -Work with the staff of the University’s Center for Career and Professional Development to hold an annual Mercer Educator Fair. If the Fair is held in Atlanta, coordinate with Macon and Center faculty to facilitate student participation. -Work with the University’s Center for Career and Professional Development to provide Tift students with opportunities for mock interviews and resume development. -Facilitate student participation in Mercer’s annual All Industry Career Expo. -Coordinate with RESAs and school systems to inform students about regional job fairs and employment opportunities.
Guide student success initiatives	<ul style="list-style-type: none"> -Provide direction to faculty and staff in the development and maintenance of initiatives to promote student success (e.g., Math prep for PAA). -Annually gather recommendations from faculty, staff, and students for initiatives to support student success. Bring the recommendations to the College Leadership Team for approval. -Gather and make available information to students and faculty regarding University systems and offices that offer interventions for students in crisis and non-crisis situations, including mental health, financial, victim advocacy, etc. -Collaborate with a broad range of University stakeholders to respond to emergency and crisis incidents (e.g., COVID surveillance testing, etc.). - Supervise the Academic Program Support Specialist (e.g., sign off on monthly time sheets, conduct performance reviews as needed, etc.).
Coordinate student awards, recognitions as well as information regarding student employment	<ul style="list-style-type: none"> -With faculty input, implement an annual process for soliciting nominations and assembling nomination materials, including letters of support, for College and University student awards (e.g., McAfee Award, Bell Award) and recognitions (e.g., Phi Kappa Phi). -Implement a process for gathering information on student employment post-graduation. Share

	student employment information annually with the College Leadership Team and faculty.
Guide the implementation of policy and practices that governs student engagement in the classroom and field	-Develop and annually distribute a syllabus template to full-time and adjunct faculty -Guide the periodic updating of student information on the Tift website (e.g., Chalk & Wire, Atlas, Student Resources, School Events and Conferences, etc.).
Outreach Duties and Responsibilities	Description (e.g., details, explanation, elaboration, examples, etc.)
Coordinate 4+1 bridge program partnerships	-Engage in ongoing communication with current 4+1 bridge program partners to heighten awareness and facilitate student enrollment. Visits to the campuses of partners may enable contact with bridge student prospects. -Work to establish 4+1 bridge program partnerships with Georgia private and public colleges and universities.
Promote College services, programs, and student opportunities	-In collaboration with faculty, develop and implement outreach efforts to increase public and University awareness of the services offered by the College and its programs, grants, faculty, and students. -In collaboration with faculty, develop and implement outreach efforts to increase current and prospective student awareness of unique Tift activities (e.g., Mercer on Mission, Dominican Republic Project, etc.) to increase student opportunities and optimize student success.
Diversity and Inclusion Duties and Responsibilities	Description (e.g., details, explanation, elaboration, examples, etc.)
Facilitate the advancement of diversity and inclusion understandings and practices	-Facilitate and, as appropriate, organize workshops and other activities to help inform faculty, staff, students, and other education stakeholders about practices that support the creation and maintenance of effective learning environments. -Work with faculty to develop and implement strategies to increase the retention and success of students traditionally underrepresented in Georgia's teacher education and leadership education programs. -Collaborate with the University Office of Diversity and Inclusion to inform Tift faculty and

	students about the Office’s student support programs (e.g., Mercer Firsts, Upward Bound, Minority Mentor Program).
collaborate on shaping the recruiting, hiring, and retention practices and guide initiatives to promote diversity and inclusion of Tift faculty and staff	<ul style="list-style-type: none"> -In collaboration with the Associate Dean for Research and Faculty Affairs and the Assistant Deans, shape the recruiting, hiring, and retention practices of faculty and staff with respect to diversity and inclusion. -Coordinate a regularly conducted audit of the College’s recruiting, hiring, and retention processes. The audit may be informed by data gathered by the University Office of Human Resources and other sources. -Report the findings of the diversity audit to individuals, committees, and other bodies within the College to inform ongoing recruiting, hiring, and retention efforts and support the need for and assess the impact of short- and long-term initiatives.
collaborate on shaping the recruiting and retention practices and guide initiatives to promote diversity and inclusion of Tift students	<ul style="list-style-type: none"> -In collaboration with the Associate Dean for Academic Affairs, shape the recruiting and retention practices of students with respect to diversity and inclusion. -Coordinate a regularly conducted audit of the College’s recruiting and retention processes. The audit may be informed by data gathered by Enrollment Management and other sources. -Report the findings of the diversity audit to individuals, committees, and other bodies within the College to inform ongoing recruiting and retention efforts and support the need for and assess the impact of short- and long-term initiatives.

Assistant Dean [Previously titled Chair]

The College of Education is organized into two units: 1) the Macon and Regional Academic Centers in Atlanta/Douglas/Henry/Macon and 2) the Atlanta Campus. Each of these two units has an Assistant Dean who reports to the Dean.

Duty/Responsibility	Description
Serve as administrative and academic head of the Unit.	-Guide programs to select components of the College Strategic Plan to implement, support implementation of the selected components, and identify metrics for implementation success.

	<ul style="list-style-type: none"> -Strive for consistency and complementarity in Strategic Plan implementation among the programs within the Unit. -Act as a liaison, at the behest of the Dean, between the Tift College of Education and other Mercer colleges and schools. -Support the work of the Director of Field Placement and members of the College Leadership Team to develop and maintain university-school partnerships.
<p>Direct the operations of academic programs for the Unit.</p>	<ul style="list-style-type: none"> -Coordinate and approve the scheduling of courses, field experiences, and independent studies for degree and endorsement programs for the Unit during the academic year and summer. Scheduling may involve adding, cancelling, and combining courses and coordination with Registrars, Directors and Coordinators, and other Assistant Deans, and the Associate Dean for Academic Affairs. -Trouble shoot problems associated with the scheduling of courses, field experiences, and independent studies and the staffing of courses, field experiences, and independent studies. -Collaborate with the faculty, the College Leadership Team, and the Enrollment Management Team to guide program revisioning and revitalization. -Review the Mercer Catalogs annually for accuracy of information pertaining to the Unit offerings and requirements and conclude the review with a report on needed changes and updates to the Associate for Academic Affairs. -Monitor and, as appropriate, update academic program offerings and program materials, including program planning sheets.
<p>Manage the staffing of academic programs and advising for the Unit.</p>	<ul style="list-style-type: none"> -Provide appropriate staffing for all courses, field experiences, and independent studies for degree and endorsement programs for the Site/Program. Staffing may involve engaging adjunct instructors, attending to the needs and desires of full-time faculty, and assigning teaching overloads.

	<ul style="list-style-type: none"> -Address personnel challenges that may affect student success, progression, and wellbeing; instructional quality; and faculty welfare. -Annually appoint Program Directors and Program Coordinators for the degree and endorsement programs administered through the Site. -Guide the work of Program Directors and Program Coordinators to ensure the operation of programs, the integrity of coursework, and the collection and use of data to inform continuous improvement of programs. -Assign advising responsibilities, including the assignment of student advisee to full-time faculty and staff. -Approve adjunct faculty and support their success through the processes of orientation, mentoring, and evaluation. -As appropriate, delegate administrative responsibilities within the Unit.
<p>Guide and support efforts that lead to program approval/accreditation.</p>	<p>Guide program self-study efforts in support of the work of the Associate Dean for Academic Affairs and the College Assessment Director.</p> <ul style="list-style-type: none"> -With support from the Associate Dean for Academic Affairs, work with program faculty to ensure the development of documentation necessary for program approval and new or continuing accreditation consistently.
<p>Provide direction and support for the annual assessment of the degree and endorsement programs offered by the Unit.</p>	<ul style="list-style-type: none"> -Support the work the Associate Dean for Academic Affairs, the College Assessment Director, and the Assessment Committee to gather and compile information about Key Assessments and course delivery, and other data specific to program integrity and student success.
<p>Direct the refinement and enactment of College policies and procedures at the Unit.</p>	<ul style="list-style-type: none"> -Gather information from faculty and students regarding the need for changes to College policies and procedures. -Bring to the College Leadership information from faculty and students regarding the need for changes to College policies and procedures.

	<ul style="list-style-type: none"> -Clarify College policies and procedures for students and faculty in the context of Site and Program functions and activities.
<p>Conduct monthly Unit meetings.</p>	<ul style="list-style-type: none"> -Solicit agenda items for each meeting from the Unit faculty. -Assemble an agenda for each meeting, with consideration given to faculty input and requests from the Dean. -Lead monthly Unit meetings during the academic year. -When warranted, call special Unit meetings during the academic year or summer. -Designate a person to take notes during each Unit meetings, review the notes before they are posted, and post the meeting notes at a location accessible to the College faculty. -Convey to the Dean faculty decisions or questions from a Unit meeting that requires a College-level response.
<p>Recommend budgetary needs to the Dean and manage the Unit budget(s).</p>	<ul style="list-style-type: none"> -Following a review of each fiscal year Unit budget, develop a plan for supporting faculty professional travel and conference participation. Consult with the Dean before implementing the plan. -Direct the disbursement of funds from the Unit budget for anticipated expenses related materials and supplies, student wages, regular travel, faculty overloads, and adjunct faculty compensation. -Provide budgetary recommendations to the Dean each spring for summer instruction and other summer-related expenditures. -Coordinate with the Dean regarding unanticipated expenses and end-of-fiscal-year spending.
<p>Recommend the hire and release of full-time and part-time faculty to the Dean.</p>	<p><u>Hiring Faculty</u></p> <ul style="list-style-type: none"> -Coordinate recommendations from the Unit faculty regarding Unit needs that may result in a faculty search. The recommendations should be evidence-based, indicating how a future faculty hire could strengthen an existing program or programs OR provide new growth opportunities for the College. -Share recommendations from the Unit faculty regarding Unit needs with the Dean.

	<p>The Dean will compile recommendations for review by the College Leadership Team.</p> <ul style="list-style-type: none"> -After faculty search committees are charged, provide committees with information and guidance specific to University policy, best practices in faculty recruitment, and the needs of the Unit. <p><u>Releasing Faculty</u></p> <ul style="list-style-type: none"> -Construct an evidence-based rationale for the release of a full-time or part-time faculty member. -Present the evidence-based rationale to the Dean and, as appropriate, the University Office of Legal Affairs.
<p>Implement the “Faculty Professional Development and Evaluation Process.”</p>	<ul style="list-style-type: none"> -Inform Unit faculty about the Annual Evaluation process and dates of significance. -Advise Unit faculty about the appropriate kinds of evidence to annually document teaching, research, and service effort consistent with the rubrics for Excellence in Teaching, Scholarship, and Service and Disposition presented in the College Tenure, Promotion, and Review Handbook. -Guide faculty in the development of substantive annual Professional Development Plans to support a trajectory of professional growth consistent with faculty status at an R2 university. -As appropriate and time permitting, observe faculty teaching, engaging in service, presenting conferences; read works authored by the faculty; and investigate artifacts of faculty teaching, research, and service. Document your interpretations of observations or artifacts in feedback to faculty. -Assess the evidence submitted by faculty via the Annual Evaluation Process and render a judgment about teaching, scholarship, and service using the three-point scale of developing, target, and advanced. Provide an accompanying narrative to support your judgement.

	<p>-Provide advice to each faculty member about the relationship between the Assistant Dean’s annual evaluation and the faculty member’s trajectory of professional growth (e.g., tenure and promotion to the rank of Associate Professor for Assistant Professors, promotion to the rank of Professor for Associate Professors, and continuation of employment for clinical faculty).</p>
<p>Recommend to the Dean salary raises for full-time faculty (within parameters given by the Senior Vice President for Finance and by the Dean).</p>	<p>-Prepare recommendations for faculty merit raises based on evidence and aligned with the Annual Evaluation Process. Recommendations should consider a faculty member’s assigned workload and as deemed appropriate faculty rank and longevity of service.</p> <p>-Present recommendations to the Dean in the form requested.</p>
<p>Counsel and support faculty in preparation for professional decisions and write a letter of appraisal at the time of professional decisions.</p>	<p>-Counsel faculty regarding the expectations for tenure and promotion as presented in the Tenure, Promotion, and Review Handbook. Counseling may strategically focus on important decision points, including third-year review, tenure, and promotion.</p> <p>-Support faculty to input information into Activity Insight that will serve as evidence for tenure and promotion decisions.</p> <p>-Provide a letter to accompany a faculty member’s tenure and/or promotion dossier that provides an appraisal of the faculty member’s accomplishments in teaching, scholarship, and service informed by the expectations for tenure and/or promotion as presented in the Tenure, Welfare and Review Handbook.</p>
<p>Support student recruitment, orientation, retention, and progression.</p>	<p>-Collaborate with the Dean of Student Affairs in organizing and leading student recruiting events, consult with students about past academic experiences and career interests to inform program and course selection, and attend student information sessions as a liaison with Enrollment Management.</p> <p>-Schedule and conduct new student orientations or designate a person to do so.</p>

	<ul style="list-style-type: none"> -Review student grade appeals in a manner consistent with University policy. -Serve as the initial processor of forms and paperwork for students enrolled in Unit programs, including drop/add, overload, departmental permission, grade change, degree audits, and degree certification.
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2. POLICIES AND PROCEDURES RELATED TO INSTRUCTION

2.1. Calendar and Class Schedule

The official calendar of the Undergraduate and Graduate Programs is prepared by a committee that is appointed by the Provost. The College faculty is represented on the committee. The calendar for the nine-month academic year consists of two semesters of sixteen weeks each. In the centers a semester consists of two eight-week sessions.

2.2. Course Scheduling

Additional courses or course sections may need to be added to the original schedule. Because of the financial impact on the College budget, the Dean’s approval, upon recommendation by the Chairs, is required for the addition of any course or course section before it can be added to the schedule.

2.3. Course/Course Section Additions

Additional courses or course sections may need to be added to the original schedule. Because of the financial impact on the College budget, the Dean’s approval, upon recommendation by the Chairs, is required for the addition of any course or course section before it can be added to the schedule.

2.4. Course Cancellations

Decisions about cancelling a class are made by the Program Assistant Dean or their designee with approval by the Dean.

The following guidelines are used by the College of Education to determine cancellations:

- If a full-time faculty member or an adjunct faculty member is unavailable to teach the course, the course or section will be cancelled.
- Courses may be cancelled due to low enrolment, depending on factors such as how often the class is offered and the consequences for a student’s progression if the class is cancelled.

2.5. Allocation of Instructional Space

In Atlanta and Macon, the assignment of classroom space is handled by the appropriate Registrar. In the Centers, the classroom space is allocated by the Coordinators. Any request for changes in room assignments due to student needs, institutional needs, technology needs, etc., should be made to the Registrar/Coordinator through the appropriate Assistant Dean.

2.6. Syllabi

All faculty members are expected to have a syllabus prepared to be distributed at the firstclass and be available online in the LMS.

Because of the seriousness of an appeal and because a course syllabus is considered a contract with the student, it is the responsibility of each faculty member and adjunct faculty member to provide a detailed syllabus to each student and to adhere to the contents of the syllabus. Any deviation from those contents must be made known to and agreed to by the students in a timely manner that would allow for success by the students.

Each Site/Program is responsible for maintaining a set of approved, required course outlines for all the courses within that Site/Program. These should include the course title, the required textbook, course description, relationship to the Conceptual Framework, objectives aligned with the Framework, and a brief outline of the course content.

Course syllabi in the Tift College of Education follow a standard format that includes additional required components. It is the responsibility of each faculty member to submit an electronic copy of each syllabus at the beginning of each academic term to their Assistant Dean. A syllabus template will be emailed to the Faculty each year that is aligned with current Mercer University's and Tift College of Education's policies.

2.7. Curricular Change Process

Proposals for program modifications and new programs must be submitted to the Curriculum Committee for review and recommendation to the Faculty for approval. New program proposals must include program goals/objectives, program outcomes, program relationship to conceptual framework, admission requirements, program plan/list of courses, sample syllabus templates, and program assessments aligned to Tift College of Education conceptual framework as well as to state/national standards, including transition points and exit criteria. Proposals for both program modifications and new programs must also include completed University Proposal for Curricular Change Transmittal Forms. Please see <https://provost.mercer.edu/curriculum/> for more information.

The Curriculum Committee shall be responsible for recommending to the Faculty for approval of all policies and procedures related to the curriculum in Tift College of Education. The Committee shall have two co-chairs, one with responsibility for administering undergraduate curriculum proposals and the other for administering graduate curriculum proposals. All changes to curriculum shall be submitted by the appropriate co-chair of the Curriculum Committee to the Graduate or Undergraduate Council of the University.

3. PERSONNEL POLICIES AND PROCEDURES

3.1. Recruitment of College Faculty

Mercer University is an affirmative action/equal opportunity employer. Faculty Search

Committees will consist of representatives from across the College. Faculty Search Committee Chairs are chosen by the Dean. These Search Committee Chairs will invite faculty representatives from across the College to join the Search Committee and faculty are selected for the committee in consultation with the Dean. The Dean, or the Dean's representative, provides the Search Committees with guidelines concerning procedures for advertising positions, reviewing applications, conducting interviews, and keeping records.

Positions should be advertised in the appropriate professional publications, and candidates will be given a reasonable time in which to submit electronically their application materials.

The Dean reviews the credentials of applicants considered best qualified by the Search Committee. The Search Committee recommends to the Dean the applicants who will be invited for interviews.

During interviews, candidates should meet with all faculty members of the program, several faculty members from other programs and sites in the College, and the Dean. By prior arrangement, candidates should teach a class of a topic selected in consultation with the Assistant Dean of the Search Committee. In addition, certain candidates will also be asked to provide a research presentation. Faculty across programs should observe the session(s). The Chair of the Search Committee should solicit evaluation of the candidates from all faculty and students.

When all interviews have been completed, the Search Committee Chair meets with the Search Committee to discuss the committee's recommendation. The Search Committee Chair presents the consensus recommendation to the Dean. If the recommendation is approved, the Dean calls the candidate to offer the position and follows this conversation with a letter confirming the offer.

3.2. Workload

The standard teaching load for a full-time tenured or tenure-track faculty member is six (6) fully enrolled courses (18 credit hours) or the equivalent, as determined by the Assistant Dean, over two semesters of the academic year. Teaching is part of a faculty member's academic year workload. Workload also involves research and professional service assignments.

The standard teaching load for a faculty member who holds the rank of instructor, or any clinical faculty rank is eight (8) fully enrolled courses (24 credit hours) or the equivalent, as determined by the Assistant Dean, over two semesters of the academic year. Teaching load is part of the faculty member's academic year workload. Workload also involves professional service assignments.

Teaching overloads during the academic year are not permitted, except with the approval of the Assistant Dean and the Dean.

A faculty member's academic year workload may be modified by the Assistant Dean with approval by the Dean.

3.3. Office Hours

Each faculty member will maintain a minimum of 10 office hours per week, with at least 5 hours per week conducted in the faculty member's campus or center office.

Each faculty member must consult with the Assistant Dean regarding the distribution and timing of office hours. Doing so will ensure adequate student advising and mentoring and accessibility by colleagues and University administrators.

Office hours will be posted on the office door of each faculty member and presented in course syllabi. Each faculty member housed at a Regional Academic Center will provide the Center Coordinator with their office hours before the beginning of each semester. The Assistant Dean and the Office of the Dean will maintain the office hours of each faculty member.

3.4. Summer School

Summer school faculty are recruited first from the regular faculty and supplemented by professors from adjunct faculty. Tift College faculty are allowed to teach a maximum of three classes (9 Hours) in the summer. For summer school, faculty receive compensation based on academic rank. Faculty members who teach summer classes are expected to hold office hours (three office hours per week per each 3-credit hour summer class or as approved by the Assistant Dean).

3.5. Advising

The Tift College of Education believes that one of its most important roles is accurate, timely, and wise counsel to Tift students. Because of the complexity of state requirements, students must receive professional advice on the nature of their educator preparation program of choice, the curriculum, and standardized test scores. Each student who is admitted to the Tift College of Education is assigned a full-time faculty member who is responsible, jointly with the student, for his or her progress through the program.

The primary responsibilities of advisors are as follows:

- to offer timely and accurate academic information to students.
- to design a degree completion plan and give a copy to the student and file a copy for departmental information and tracking.
- to approve all digital and paper forms as required during registration, remove any advising holds, and advise students on all other pertinent forms from the Registrar's Office.
- to offer competent and professional advice to all advisees.
- to consult with the appropriate Assistant Dean, with the Certification Officer, and with Field Placement personnel on any relevant aspect of an individual student's work, progress, or problems
- to track actively advisees' progress and alert them and/or the appropriate college official to any changes in the program.
- To address constructively any documented deficiencies that are brought to the attention of the advisors.

3.6. Attendance at Professional Meetings

The University encourages each faculty member to attend and participate in meetings or conferences related

to professional interests.

- A. The College of Education will allocate a designated amount of funding for each faculty member to help with expenses in attending professional meetings.
- B. When possible, the Dean will allocate additional funds for a faculty member who attends a meeting as an official representative of the College of Education or Mercer University.
- C. When attendance at a professional meeting or conference necessitates absence from classes, the faculty member should make appropriate prior arrangements which must be approved by the Assistant Dean.
- D. All requests for professional travel must be submitted to the Assistant Dean and the Dean for approval before travel. The Dean, or the Dean's Representative, will communicate the status of a travel request.
- E. All requests for reimbursement must be approved by the Assistant Dean and the Dean.

3.7. Tenure and Promotion

Tift College of Education Tenure, Promotion, and Annual Review process information and handbook can be found at Tift College of Education website under faculty resources. The TPR handbook is available at the link below.

[Tenure, Promotion & Annual Review Process Handbook](#)