MERCER UNIVERSITY

COLLEGE OF PROFESSIONAL ADVANCEMENT

Faculty Handbook

and By-Laws

Operating Guidelines and Procedures
A Supplement to the University Faculty Handbook

2023 – 2024
(revised August 2023)

Table of Contents

MISSION STATEMENT
Consistent with the mission of Mercer University, the College of Professional Advancement 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, on the Macon and Atlanta campuses, and online.

I. ORGANIZATION AND ADMINISTRATION

1.1 Organization of the College
Established in 2003, the College offers bachelor's, master's and doctoral degrees. Degrees are offered at the Regional Academic Centers in Douglas County and Henry County, on the Atlanta and Macon campuses, and online. The College also offers credit and non-credit bearing certificate and training programs.

1.2 Administrative Organization of the College
The College of Professional Advancement's leadership team includes, but is not limited to, the dean, assistant and associate dean(s), academic department chairs, writing coordinator, instructional designer/director of Office of Distance Learning, and executive director of Advising Services and Enrollment.

1.2.1 Academic Administration
The College of Professional Advancement 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 a principal academic officer of the College, is responsible for coordinating the administration of the departments, academic programs, and other activities.

1.2.2 Dean of the College of Professional Advancement
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. *(See section 1.4.2 Deans, of the University Faculty Handbook, January 2021 rev.).*

1.2.3 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 as ex-officio on standing committees; coordinating advising efforts; monitoring the overall college budget and expenditures and advising department chairs and the dean accordingly; and representing the dean and the College on various task forces and University committees.

1.2.4 Assistant Dean – Atlanta

The assistant dean for the College of Professional Advancement – Atlanta assists the dean in carrying out the academic programs of the College. Responsibilities include serving as site leader for the Atlanta campus; responding to undergraduate and graduate student issues and requests; serving as 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.

1.2.5 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 the overall leadership of the department, including the management of day-to-day operations and long-range planning. Responsibilities include oversight of assessment and accreditation 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; **identifying and disseminating outcomes of graduates**; collaborating with enrollment management and program coordinators to ensure program enrollments; and approving and evaluating adjunct faculty members. Responsibilities extend through the academic year and the summer terms.

1.2.6 Program Coordinators

Responsibilities of the program coordinator extend through 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 faculty for use in the program and their orientation; mentoring of adjuncts; recommending needed instructional resources; **identifying and disseminating outcomes of graduates**; and assisting the department chair as requested.

1.2.7 Clinical Coordinator for Counseling

The position's clinical coordinator responsibilities include serving as the primary contact for finding, developing and placing students in clinical mental health counseling, rehabilitation counseling, school counseling and counselor education and supervision sites; reviewing and updating procedures consistent with national level policies and accreditation boards; and providing licensing documentation verification and other Counseling Department services and related efforts as required. The coordinator works collaboratively with program coordinators in

counseling to establish placement opportunities and with all counseling faculty to identify and maintain high quality clinical experiences.

1.2.8 Writing Coordinator
The College's writing coordinator responsibilities include organization of 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 and departments in the design and evaluation of writing assignments; and coordination of assessment activities related to student writing outcomes.

1.2.9 Director of Office of Distance Learning, Instructional Designer
The director of the Office of Distance Learning responsibilities includes: 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; and increasing faculty capacity for exemplary and innovative distance learning. 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 blended courses; and facilitating faculty use of web-based technology to encourage student learning. Other responsibilities 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 including social media to improve student recruitment and retention in the College; 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.

1.2.10 Executive Director of Advising Services and Enrollment
Responsibilities of the executive director of Advising Services and Enrollment include: coordinating student advising and retention of all new students at all locations and online.

1.2.11 Subject Coordinators
Responsibilities of the subject coordinator extend for the academic year and the summer terms and include: overseeing assigned courses at all delivery sites; working with the department chair to determine the appropriate yearly course scheduling for the subject; assisting the chair in approving and securing adjunct faculty for use in the subject area, mentoring and evaluating adjuncts; ordering textbooks and managing textbook issues; recommending needed instructional resources; and assisting the department chair.

1.2.12 Executive Assistant to the Dean
The executive assistant provides support for the dean and the Office of the Dean. See the position description for specific job responsibilities.

1.2.13 Academic Support Specialist (Macon)
The academic support specialist supports and maintains the adjunct credentialing process, assists the dean, associate/assistant deans, Macon-based department chairs, and full-time and adjunct faculty. See the position description for specific job responsibilities.

1.2.14 Academic Support Assistant (Atlanta)

The academic support assistant is the primary administrative support person for the College in Atlanta. The academic support assistant provides administrative support to the assistant dean for Atlanta, the Atlanta-based department chairs, and full-time and adjunct faculty. See the position description for specific job responsibilities.

1.2.15 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 the position description for specific job responsibilities.

1.2.16 Lab Coordinator (Douglas, Atlanta, Henry, Macon, Online)

The science laboratory coordinators in Douglas, Atlanta, Henry, Macon, and online assist adjunct and full-time science faculty in laboratory activities related to class time. See the position description for specific job responsibilities.

1.2.17 Academic Support Associate (Atlanta)

The academic support associate assists program coordinators in the application and evaluation process for interns and field placement, assists program coordinators, and supports full-time, and adjunct faculty. See the position description for specific job responsibilities.

1.2.18 Faculty *(See section 1.2 The University Faculty; 1.2.1 Authority and Responsibility, of the University Faculty Handbook, January 2021 rev.).*

1.2.19 Graduate Faculty *(See section 2.3 Graduate Faculty Appointment, of the University Faculty Handbook, January 2021 rev.)*

1.2.20 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. 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 are not eligible for tenure or promotion.

1.2.21 Adjunct Faculty

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 teach classes.

1.2.22 Adjunct Faculty Credential 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. The 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 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.   COLLEGE OF PROFESSIONAL ADVANCEMENT RESPONSIBILITIES AND EXPECTATIONS OF FACULTY

2.1   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.

2.2   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.

2.3   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. All faculty who teach in the College of Professional Advancement are required to participate in three levels of initial course design and delivery training. The three levels of training include:

- **Level 1 - Integrating Technology into the Traditional Classroom**

  Instruction at this level includes basic tools and functions in Canvas that can be used to augment a face-to-face course. Faculty must complete Level 1 in order to progress to Level 2.

- **Level 2 - Designing a Course for Blended Delivery**

  Instruction at this level covers additional tools and functions in Canvas that can be used to enhance an online course and provides instruction and guidance on applying best practices in instructional design to a blended course. A peer review process is incorporated at this level. Faculty must complete Level 2 in order to progress to Level 3.

- **Level 3 - Designing a Course for Online Delivery**

  Instruction at this level covers advanced tools and functions in Canvas and integrates a variety of external tools (Web 2.0 tools; Zoom) to support teaching and learning. A peer review process is incorporated at this level.

Faculty are expected to continue to participate in professional development on course design and delivery activities annually. Ongoing training is available through the College and University such as:

- The College's instructional designer facilitates face-to-face workshops and webinars throughout the academic year and also provides on-going individual guidance to faculty

10

upon request.

- A self-paced training program is also available to the College of Professional Advancement faculty through Canvas.

Per the University *Distance Learning Faculty Handbook* (p. 7), any full time or adjunct faculty members who teach blended and online course are required to complete an annual refresher training. As such, The Office of Distance Learning will offer an annual Canvas refresher webinar during the Fall semester of each academic year. The purpose of the webinar is to provide a refresher of some of the tools and functions available in Canvas, and revisit the university and college requirements for online and blended courses. The session will also be recorded and made available to all for review.

2.4   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.

2.5   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.

2.6   Registration
Course registration occurs at various times throughout the year. All faculty members shall be available to provide effective advising during those times.

2.7   Working with Adjuncts
Because of the number of adjunct faculty teaching for the College, each faculty member is expected to work with adjunct faculty 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 to ensure effectiveness.

2.8   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, promotion, and annual evaluation criteria and processes; assisting with preparing portfolios (as appropriate); and being accessible to the Instructor.

III. POLICIES RELATED TO FACULTY APPOINTMENTS AND WORK

3.1 Faculty Workload Policies

3.1.1 Letters of Appointment
Curriculum needs may dictate that faculty teach at multiple locations using multiple delivery formats.

A. Initial Letter of Appointment
Each faculty member receives an initial letter of appointment that reflects the needs of the College to fulfill the mission of the University. Salary is paid over the 12-month fiscal year or prorated according to the appointment period. The initial letter of appointment establishes the following:
- appointment status (tenure, non-tenure, visiting);
- length (9 months, 12 months);
- position (full-time, part-time);
- rank (professor, associate professor, assistant professor, instructor);
- campus office (Atlanta, Douglas, Henry, Macon);
- department (Counseling; Human Services and Psychology; Informatics and Mathematics: Leadership Studies; Liberal Studies; Science);
- workload distribution (teaching, research, service);
- salary;
- course load;
- year of eligibility for tenure if applicable;
- credit for the prior tenure-relevant experience if applicable;
- year of eligibility for promotion if applicable; and
- addendum (any other specific assignments, adjustments, or agreements negotiated at the point of hiring)

B. Continuing Letter of Appointment
After the Board of Trustees' spring meeting, faculty members to be reappointed receive a letter of appointment for the next academic year.

3.1.2 Office Hours
Faculty members are expected to be available to students in their courses and to advisees. The current number of on-site office hours for all full-time faculty members is a *minimum* of ten on-site office hours per week. Each term, faculty will post office hours on their office doors and publicize the methods through which students can contact them (e.g., voicemail, email, office hours) and will provide this information to the department chairs, dean, and center coordinator. Faculty members advising distance learning students and teaching fully online classes are also expected to be virtually available to students in those courses by holding virtual office hours.

3.1.3 Work Load and Course Load
The workload of a faculty member encompasses all responsibilities listed in Section II. Additional responsibilities may be assigned with adjustments in salary or workload. Course (teaching) load is the major component of the workload. The usual faculty course load is 21 semester hours of undergraduate courses or 18 hours of graduate courses. Faculty who teach

both undergraduate and graduate courses teach 18 hours if the course load includes at least 12 hours of graduate courses.

3.1.4 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 appointment 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 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 may not be allowed for faculty members in the graduate counseling programs. 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.

3.1.5 Summer Term
The College of Professional Advancement provides course work at all sites and online during the summer. When appropriate courses are available, a faculty member may choose to teach a maximum of two summer courses. Additional courses may be requested and approved by the dean. This maximum limit 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.

3.1.6 Conflict of Interest Policy
(See section 3.1 Policy on Conflicts of Interest and 3.2 Policy on Conflicts of Interest and Commitment in Research, of the University Faculty Handbook, January 2021 rev.).

3.1.7 Adjunct Faculty
Persons who assist the College of Professional Advancement 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 an appointment basis for each course taught, and they are neither required nor expected to render services beyond those specified in the appointment.
B.   Within the scope of their appointment 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.

3.1.8 Sabbaticals
(See section 2.17.1, Sabbatical Leaves, of the University Faculty Handbook, January 2021 rev.), and engage in the following activities
A.   Applicants are encouraged to attend the College of Professional Advancement Faculty Welfare and Development Committee's annual workshop on sabbaticals held in the Spring semester of each academic year.
B.   Complete the *Faculty Sabbatical Leave Request* Form (Appendix M).

C. Submit the completed *Faculty Sabbatical Leave Request* Form to the appropriate department chair for approval before September 30.

D. If sabbatical leave is approved by the department chair by September 30 of the application year, the project will be reviewed with the Faculty Welfare and Development committee for recommendations regarding the project (scope, merit, etc.). The sabbatical request will be reviewed using the Sabbatical Proposal Rubric (Appendix L) to clarify and highlight its capacity to foster professional growth and intellectual development through study, research, and/or writing. Feedback on the sabbatical request will be returned to the applicant to consider before submission of the *Faculty Sabbatical Leave Request* Form to the College of Professional Advancement Dean's Office by the October 31 deadline.

E. If granted, prior to leaving for a sabbatical, those who are receiving a sabbatical must briefly share their proposal at a faculty meeting (during the Faculty Welfare and Development Committee report).

F. In addition to the report to the College Dean and University Provost on the completed project, as outlined in the *University Faculty Handbook*, within one academic semester of returning from sabbatical, the candidate must present the goals and outcomes of their sabbatical to the College's faculty.

3.1.9 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 valuable to the faculty member, the College, and the University.

A. The College of Professional Advancement will allocate a designated amount of funding annually 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. By October, faculty must submit requests for reimbursement to department chairs via the *Professional Travel Plan and Budget* form for prior approval from the department chair and dean.

3.1.10 Travel Reimbursement

Mercer University reimburses travel at the per-mile rate established by the United States Federal Government. The College of Professional Advancement uses these guidelines for reimbursement:

A. 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 meetings, 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.

B. Requests for travel reimbursements are to be submitted via Workday no later than the

end of each term 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.

C. For approved professional travel (e.g. conferences, workshops), requests for reimbursements must be submitted in Workday within 30 days of travel.

D. Faculty members must submit travel reimbursement request to their chair for approval and then enter the request in Workday.

3.2   Faculty Review

The University stipulates through Watermark (formerly Activity Insight) the ongoing collection of faculty data related to 1) teaching, 2) scholarship and professional competence and growth, and 3) service to the University and community. Reviews include all faculty as specified in faculty letter of appointment from the University, specifically

- Annual Faculty Review and Self-Evaluation (AFRSE)
- Comprehensive Third-Year Review
- Comprehensive Reappointment Review every sixth year
- Comprehensive Post-Tenure Review every seventh year

The terms of the appointment letter vary and are not automatically renewable at their specified intervals. Tenured faculty appointments are professional lifetime appointments, pursuant to the continuation of programs and comprehensive post-tenure reviews. Tenure and promotion at Mercer University are considered to be privileges, not automatic rights. The responsibility for understanding and meeting tenure and promotion criteria resides with faculty members. Faculty should continuously and consistently work toward meeting the criteria by documenting in Watermark effectiveness and excellence in each of three areas:

- Teaching
- Scholarship and professional competence and growth
- Service

Information related to tenure and promotion *(See section 2.4, Academic Freedom and Tenure, of the University Faculty Handbook, January 2021 rev.).*

3.2.1   Criteria for Tenure, Promotion, and Reappointment

1.   Excellence in Teaching

The quality of faculty instruction and attention given to students as individuals and as members of the learning community determines excellence in teaching. Because teaching in its various forms constitutes a central function of the University, faculty are accountable to those who choose to study at Mercer and to those who support the University. The University encourages and rewards excellence in teaching.

An "excellent" teacher demonstrates:
- Ongoing scholarly and professional development in the discipline;
- Ongoing reflection and research with regard to the materials of the course;
- Incorporation of a personal teaching philosophy in the course design;
- Employment of a variety of instructional strategies and technologies;
- The use of student learning outcomes to assess student learning in courses;
- The acquisition of effective teaching strategies to address different cultures, different

learning styles, and special needs in the classroom;

- The adoption of effective teaching strategies for various delivery formats; and
- The use of student evaluations, self-evaluation, and peer evaluation as an assessment of teaching. Instructional evaluation includes the following:
  a. A composite analysis of student evaluation of instruction by course;
  b. At least two evaluations of instruction by peers within the College using face-to-face or online classroom observation or critiques of instruction;
  c. Department Chair's evaluation of instruction in relation to student, faculty, and departmental issues and concerns;
  d. Self-evaluation of instruction that addresses
     - How student evaluations and peer evaluations affect course planning, syllabus revisions, testing procedures, course requirements, and classroom activities;
     - How the assessment of student learning outcomes engender course revision and development;
     - How professional development activities relate to and influence instructional responsibilities; and
     - How the immediate supervisor's evaluation influences instructional responsibilities.

2. Evidence of Scholarship and Professional Competence and Growth

The aim of Scholarship and Professional Competence and Growth is to improve instruction or add knowledge to the field of study. Candidates must exhibit movement toward excellence in accord with the criteria appropriate to their work assignments. Creative activities may include inventive approaches to solving problems in classroom instruction or basic and applied research. Scholarship includes formal presentations or publications in scholarly journals in addition to other forms of activities. Candidates must show promise of moving toward excellence in the criteria appropriate to work assignments. A critical sign of promise is the demonstration of consistency and growth in the execution of work, signaling the likelihood of continuing excellence.

The following provide evidence of scholarship and professional competence and growth:
  a. Documented 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 or certifications from an accredited institution of higher learning (including accreditation by a regional accrediting body);
  f. Satisfactory growth in scholarly and creative activity, as relevant in one or more of the following (Adapted from Ernest Boyer (1991) in *Scholarship Reconsidered: Priorities of the Professoriate.*):
     - The scholarship of *teaching* (e.g., researching, writing and presenting, proposing grants, teaching and curricular development that adds value to the profession and to the development of lifelong learners);
     - The scholarship of *discovery* (e.g., research, presentations, refereed publications expanding knowledge in the discipline);
     - The scholarship of *application* (e.g., applying professional expertise for internal and external organizations, including curriculum development);
     - The scholarship of *integration* (e.g., framing new syntheses within the discipline, presenting or publishing same in refereed outlets);

- The scholarship of *creation* (e.g. generating, creating, producing original works of written, visual, and performing art); and
- The scholarship of *artistic performance* (if pertinent to the discipline).

Candidates may document the criteria described above with reference to the following:

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. 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 and panel discussions, convener, 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 course work;

g. Textbook and article reviews;

h. Refereed journal articles reviews;

i. Editor or board member of a refereed journal;

j. Publications in non-refereed journals, magazines, or newspapers;

k. Publications of books, chapters, monographs, technical reports, and/or proceedings;

l. Consulting (compensated or uncompensated); and

m. Funded research grants and appointments.

3. Service

The following criteria seek to clarify what constitutes effective service that draws upon the breadth and depth of scholarship:

a. Leadership roles in the College:
   - Special leadership assignments,
   - Productivity and commitment to assignments.

b. Service on College and University committees:
   - Role on committee (chair, member),
   - Contributions to committee;

c. Collegiality and collaboration;

d. Student advising, mentoring, and recruiting;

e. Leadership as officer/board member in the community and/or profession;

f. Participation in civic and/or professional 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 appointments; and

l. Planning and participation in service-learning and study abroad opportunities for students.

(See section 2.4, Academic Freedom and Tenure, of the University Faculty Handbook, January

2021 rev.).

3.2.2 Rationale for Faculty Professional Development and Review Process

The College of Professional Advancement maintains an Annual Faculty Report and Self-Evaluation (AFRSE) and Scholarship and Professional Development Plan (SPDP) that provides a means for continual professional development throughout the faculty member's career with the College. The purpose of the assessment process is to strengthen the College and to identify needed resources for faculty success. Moreover, the Faculty affirms that this review and plan are 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 annual self-evaluation and professional development plan also ensures that the College can achieve the University's goal to identify, recruit, nurture, and retain a gifted and diverse team of faculty and staff who, through teaching, scholarship, and service, inspire and empower students to change the world.

The AFRSE and SPDP are required of all full-time faculty in the College - tenure track, tenured, and non-tenure track. The annual review supports the professional development needs of (1) faculty preparing for tenure consideration, (2) faculty seeking reappointment, (3) faculty preparing for promotion consideration, and (4) faculty preparing for post-tenure or comprehensive review. High expectations of all faculty members and their commitment to continuing professional and scholarly development encourage the creation of a dynamic and resource-rich community of teaching and learning within the College of Professional Advancement.

All full-time faculty members of the College are evaluated annually according to three criteria: (1) excellence in teaching, (2) excellence in scholarship and professional competence and development, and (3) service to the College, the University, and the larger community. Although the annual review requires each full-time faculty member to quantify and document key indicators for use in self-assessment including student course evaluations and faculty peer review, the College recognizes that crucial aspects of faculty accomplishment and professional development are qualitative and demonstrated by such indicators as a self-reflective report on the past year's teaching, scholarship, and service, the philosophy of teaching statement, and demonstrated commitment to engaging with students and colleagues in teaching and learning. Faculty complete and submit both AFRSE and SPDP to the department chair and Dean in Watermark by January 30th of each year. Department chairs submit an evaluation in Watermark and meet annually with faculty to discuss the AFRSE and SPDP.

3.2.3 Annual Faculty Report and Self-Evaluation (AFRSE)

The annual review begins with the completion of the AFRSE in Watermark. This report provides an opportunity for self-evaluation of faculty activities and outcomes during the previous calendar year, including the spring, summer, and fall semesters. The College of Professional Advancement requires faculty to use Watermark to enter their AFRSE. Appendix A contains the template of the plan.

3.2.4 Scholarship and Professional Development Plan (SPDP)

Faculty complete a Scholarship and Professional Development Plan (SPDP) in Watermark that outlines scholarship and professional development goals for the current academic year with a timetable for completion. The SPDP serves as a guide for scholarship and professional development and responsibilities within the College. The purpose of the SPDP is to encourage

faculty members to plan their course of action in the areas of teaching, scholarship and professional growth, and service. The SPDP reflects the interests and talents of the faculty member and should focus on the areas of teaching, scholarship and professional development, and or service. It is not necessary to list goals in all three categories.

Faculty members develop their plan, which will be discussed with the department chair in their annual review meeting. The deadline for completion of goals may extend beyond the reporting year including the provision of resources needed by the individual faculty member, the Department, or the College to implement a faculty member's Scholarship and Professional Development Plan. Faculty must enter the information in Watermark by January 30 of each year for review.

The College of Professional Advancement requires faculty to use Watermark to enter their SPDP. Appendix B contains the template of the plan.

3.2.5   Peer Review
The College of Professional Advancement requires full-time and part-time faculty to engage in an annual peer review of teaching. The College considers teaching a worthy scholarly endeavor, and encourages communication with peers about the process of teaching and learning. *(Appendices D-J have templates for the various types of peer review for full-time faculty.)*

Purpose
The purpose of the review is to (1) inform the development of teaching activities and their effectiveness, (2) assess student engagement and learning, and (3) enter into conversation with colleagues about dynamic teaching methods and activities.

Peer review is collaborative, fostering a conversation on teaching and learning through classroom visits and documented conversations. The format of a peer review varies according to its purpose.

Faculty under review choose the specific teaching activities for evaluation and identify the criteria chosen for review. The course delivery format partially determines faculty selection of instructional activities to present for the review. Student learning outcomes provide the focus for the peer review and/or review of teaching.

The following list includes some examples of applicable teaching and learning activities for focus in the peer review. The list is intentionally not comprehensive, allowing for the inclusion of cutting edge, innovative practices.
- Quality of face-to-face, online, or blended format instruction;
- Development of new courses and curricula;
- Quality of pedagogy in new courses;
- Conduct and supervision of laboratory instruction;
- Supervision of internships;
- Supervision of undergraduate and graduate research;
- Supervision of independent study and directed studies.

Procedures

Faculty members may arrange with colleagues one of two options for peer review according to the posted review schedule. Colleagues may elect reciprocal peer reviews. There are three components to peer review: (1) A pre-visit preparatory meeting, (2), peer review visit, and (3) post-review meetings. All meetings must be documented in writing, including the date of the meetings, name of participants, courses(s) under review, a summary of pertinent feedback and a pre-visit preparatory meeting to determine the option for review and the focus of the review. Peer review also requires a post-review meeting to articulate the results of the review to the reviewee. Both meetings must be documented in writing. Peer reviewers may include both fulltime and adjunct faculty. *(Appendices D-J have templates for the various types of peer review for full-time faculty.)*

Faculty may choose one of the two following options or an alternative option approved by the chair.

A. Conversation on Teaching and Learning: Internal or external colleague(s) review course materials and teaching plans

This option requires the faculty member, and one or more faculty colleagues, to meet at the start of an academic session to discuss course syllabi and intended student learning outcomes for specific course. At the conclusion of the reviewed activity, the colleagues will reconvene to discuss the effectiveness of the teaching and learning experience. Faculty will document the meeting and the key feedback comments received. The pre- and post-meeting may be documented using one of the templates that provide the date of the meeting, the faculty members participating, the course discussed, and a summary of the feedback provided to each faculty member. Participants in the conversation may include both full-time and adjunct faculty.

B. Observation of Teaching Performance: Face-to-face, blended, or online

Faculty who teach blended courses may choose to use either the face-to-face or online version of the peer review template. Faculty members may elect 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 faulty member observing another faculty member's teaching or a 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 reviewed faculty member must agree in advance about the focus of the evaluation and the criteria to be used. The review should address the needs of the observed person. 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.

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

Department Chairs 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 Review Timetable. Each chair prepares a summary letter by March 30 that documents the date of the meeting and that

highlights the discussion of achievements and recommendations reviewed with each faculty member. The chair provides a copy of the summary letter to the faculty member and the Dean's Office. The body of the letter may include the following topics from the Report and the Professional Development Plan:

- Review of courses taught and student support responsibilities;
- Consideration of comments from student evaluations and/or peer reviews;
- Review of scholarship and professional development activities in the preceding year;
- Review of service activities;
- Discussion of plans related to teaching and learning;
- Discussion of plans for scholarship; and
- Discussion of service activities.

A. Annual Faculty Report and Self-Evaluation:
- Review of courses taught and student support responsibilities;
- Consideration of comments from student evaluations and/or peer reviews;
- Review of scholarship and professional development activities in the preceding year;
- Review of service activities.

B. Scholarship and Professional Development Plan:
- Discussion of plans related to teaching and learning;
  Discussion of plans for scholarship; and
- Discussion of 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, including the provision of resources needed by the individual faculty member, the Department, or the College to implement a faculty member's Scholarship and Professional Development Plan.

3.2.7 Faculty Review Timetable
The College of Professional Advancement requires all faculty members to submit reviews periodically according to the following timeline.

January 30	Annual Review for all Faculty
	Comprehensive Third-Year Review for All Faculty
	Comprehensive Reappointment Review for Non-Tenured Faculty Every Sixth Year
	Comprehensive Post-Tenure Review Every Fifth Year
	Graduate Faculty Appointment Review (every 7th year)
May 30	Dean's Notification Letter to Faculty Scheduled for Comprehensive Review
September 30	Comprehensive Tenure Review
	Comprehensive Promotion Review

3.2.8 Third-Year Review

All recently hired full-time faculty participate in a third-year review process. Faculty members who enter with one or more years of credit awarded toward tenure will participate in the third-year review process in the second year of a tenure-track probationary appointment.

Faculty members complete the Annual Faculty Review and Self-Evaluation, the Scholarship and Professional Development Plan, and review by department chair based on the procedure and timetable outline in Section 3.2.7.

The purpose of the third-year review is to evaluate the work of faculty members and to communicate with them the extent to which their activities and achievements are congruent with the expressed standards, commitments, and mission of the University and College. The outcomes of the review communicate to tenure-track faculty their progress toward the awarding of tenure. The outcomes of the review partially determine the reappointment of non-tenure-track faculty in consideration of current or projected academic program needs.

A. The faculty member eligible for a third-year review submits to the department chair, the dean, and to the Tenure, Promotion, and Review Committee through Watermark a portfolio organized according to the tenure and/or promotion criteria and guidelines *(See section 3.2.1 Criteria for Tenure, Promotion, and Reappointment, of the Mercer University College of Professional Advancement Faculty Handbook, July 2022 rev.).*

B. The department chair and the Tenure, Promotion, and Review Committee must provide to the dean and the faculty member a written assessment that includes evaluation of the faculty member's progress toward promotion, tenure, or reappointment. The dean, in consultation with the chair and the Tenure, Promotion, and Review Committee may make recommendations to the faculty member based on the assessment.

C. The intent of the third-year review is to help all full-time faculty members succeed. The department chair or the dean does not use the review and its findings as the sole basis for a tenure, promotion, and/or reappointment recommendation. It is in the interest of the faculty member under review to address the issues raised in the review as evidence of progress and development in the areas of teaching, scholarship, and service.

3.2.9 Post-Tenure Review

Purpose

Consistent with the University's policy (See section 2.5.2, Post-tenure Review, University Faculty Handbook, January 2023 rev.), tenured, full-time faculty participate in a comprehensive post-tenure review within five years of the awarding of tenure and at least once every five years thereafter. Post-tenure review is established in support and recognition of the University's commitment to promoting the continued high-quality teaching, scholarship, and service of its tenured faculty, and thereby enhancing the educational environment for its students and the larger community. Post-tenure reviews do not result in any change of academic rank or tenure status.

Procedures

The criteria for post-tenure review are outlined in the "Criteria for Tenure, Promotion, and Reappointment" (Section 3.2.9, College of Professional Advancement Faculty Handbook).

To evaluate faculty according to these criteria the College of Professional Advancement requires faculty to submit a portfolio for post-tenure review that includes the following:

a. Letter of post-tenure review requirement from the Dean,
b. Letter of recommendation from the Chair,
c. Letter of application,
d. Current curriculum vitae,
e. Philosophy of teaching,
f. Narrative reflections on teaching, scholarship and service, and
g. Collection of documents that address each specified criterion and that provide evidence of how the applicant meets the criteria according to the review rubric.

The Tenure, Promotion, and Review Committee evaluates the post-tenure portfolio using the TPR rubric, comes to a consensus, and presents a written letter to the Dean. The criteria of post- tenure review will be evaluated as exceeds expectations, meets expectations, or does not meet expectations.

Following the process outlined in the University's policy on Post-tenure Review, an evaluation regarding post-tenure review shall be reached by the Dean, with the advice of the Tenure, Promotion, and Review Committee using the Tenure, Promotion, and Review Rubric. The Dean's evaluation shall be provided, in writing, to the faculty member.

Within 30 days of receiving the written evaluation, the faculty member whose performance does not meet expectations in one or more contractual requirements (e.g., teaching, scholarship, and service) shall work collaboratively with the Dean and the faculty member's supervisory chair, to develop a support plan for improving outcomes in respective areas. As outlined in section 2.5.2, Post-tenure Review of the University Faculty Handbook, the developmental support plan will

1. Be limited in term to no more than one year for teaching and three years for scholarship and service;
2. Include a follow-up schedule with specific dates, benchmarks, and tangible goals for evaluating improved performance;
3. Indicate the University resources available to provide appropriate support for the faculty member in achieving goals of the plan; and
4. Indicate who will monitor the implementation of the plan and support the faculty member throughout the process.

At the end of the term of the developmental support plan, the faculty member must resubmit for post-tenure review. The faculty member whose performance does not meet expectations on the post-tenure review that follows the developmental support plan shall be referred to the Provost.

The evaluation of the Dean is subject to faculty appeal as specified in Section 2.9 of the University Faculty Handbook). If a faculty member believes that the decision of the post-tenure review was based significantly on considerations violative of academic freedom or University policies prohibiting discrimination, the faculty member may file a complaint as outlined in Section 2.10.

Comprehensive reviews conducted for other purposes, such as a review for promotion, may be substituted for or combined with the post-tenure review (See section 2.5, Review Procedures Leading to Reappointment, Promotion, Tenure, or Non-Renewal, and 2.5.1 Categories of Review, of the University Faculty Handbook, January 2023 rev.). The review may be waived only for faculty with a signed phased retirement agreement. For more information, see the University Handbook section 2.5.2 for procedures and policies regarding criteria of evaluation and postponing the post-tenure

review.

Timeline for Post-Tenure Review

The following table outlines the timeline for the post-tenure review process.

Due Date	
May 30	Dean sends notification letter of requirement to complete post-tenure review.
January 31	Faculty member submits post-tenure portfolio to the Tenure, Promotion, and Review (TPR) committee.
March 15	TPR Committee submits a letter of review to Dean.
April 1	Dean sends evaluation letter to the faculty member.
For faculty who do not meet expectations	
Beginning May 1	Faculty member, chair, Dean develop a support plan for the faculty member.
Beginning August 1	Implement faculty developmental support plan
January 31 following conclusion of faculty developmental support plan	Faculty member resubmits post-tenure portfolio to TPR Committee and follows normal post-tenure review due dates.

3.2.10 Comprehensive Reappointment Review for Non-Tenured Faculty

Non-tenured, full-time faculty participate in a comprehensive reappointment review within the third year of service and every six years thereafter. A review for promotion may be substituted for the comprehensive reappointment review *(See section 2.5, Review Procedures Leading to Reappointment, Promotion, Tenure, or Non-Renewal, and 2.5.1 Categories of Review, of the University Faculty Handbook, January 2021 rev.).*

3.2.11 Graduate Faculty Appointment and Review

Recommendations for faculty appointment to graduate faculty status will be accepted September 30 and January 30 of each academic year. Applications outside these dates will be considered at the discretion of the dean.

A. Appointment Eligibility

An academic appointment as graduate faculty in the College of Professional Advancement is based on the qualifications of the faculty member in the area of expertise and training involving graduate studies.

B. Qualifications for Appointment to the Graduate Faculty

Qualifications for appointment to the graduate faculty include:
- An earned terminal degree, usually a doctorate, in a related field;
- Evidence of ongoing scholarly activity in an area of graduate study. Scholarly activity may be demonstrated by research, creative work, or other activity, consistent with the discipline. These should include, but are not limited to exhibitions or performances, publications in professional or scholarly journals, books, or monographs, or other forms of revered creative accomplishments appropriate to the faculty member's field of study. Demonstrated effective teaching, professional practice, or research at the graduate and/or professional level; and
- Active participation in the full spectrum of instructional, research and service activities of

a department authorized to offer a program of study leading to a graduate degree. These activities include the teaching of graduate courses, attendance at and participation in departmental meetings, planning and directing programs of graduate students; and any other activity of the department relevant to graduate education.

C.   Appointment Process to Obtain Graduate Faculty Status

All applications for appointment undergo an approval process that originates with the faculty member and his/her department chair. To be considered for an appointment, a faculty member must submit:

- A letter of request to his/her department chair in which teaching experience, scholarly activity, and/or similar professional practice at the graduate level must be specifically documented in detail; and
- A copy of the faculty member's curriculum vitae.

The department chair should prepare a Graduate Faculty Appointment Recommendation Letter, which reflects the chair's review and approval of the recommended appointment. The chair's recommendation letter must provide a personal assessment of scholarly activity as it relates to the expectations of the discipline (where appropriate), as well as research/professional practice competency and teaching competency with an emphasis on the experience of the candidate that is pertinent to graduate education, that may not be apparent from the standard curriculum vitae. The chair's letter will recommend rejection or approval to the dean.

The dean of the College of Professional Advancement will accept or reject the chair's letter or recommendation for each candidate. After the dean approves or rejects the recommendation, the dean will communicate in detail the reason(s) for that decision in a letter to the candidate. If rejected, the candidate can request an individual evaluation for strengthening his or her application for a future graduate faculty appointment.

D. Retaining Graduate Faculty Appointment

Graduate faculty appointments will be reviewed on a seven-year cycle. To retain appointment, a faculty member must demonstrate consistent, sustained commitment and engagement over the seven-year period. The department chair and dean of the College of Professional Advancement will conduct the review. The dean, however, will make the final determination. Commitment and engagement can include, but are not limited to:

Graduate Instruction
- Teaching or directing graduate courses;
- Developing graduate programs or courses;
- Serving as the primary mentor to a graduate student; and/or
- Serving on graduate student committees.

Active Scholarly Productivity
- Continually engaging in scholarly activity;
- Chairing dissertation committee(s);
- Chairing Master's thesis/research project;
- Significant participation in graduate student research and scholarship efforts; and/or
- Participating in either local, regional, or national research conferences.

Engaged Professional Service

- Serving on the University Graduate Council;
- Serving as a graduate program coordinator or administrator (including department chair) or its equivalent;
- Serving a graduate faculty representative on University committees; and/or
- Serving as faculty advisor or mentor to graduate student groups and organizations;

Following review, the dean will communicate the decision to the faculty member and their department chair (or equivalent). If the appointment was terminated, the reason for termination will be included in the communication.

Faculty who have had their graduate faculty appointment terminated may reapply for appointment a minimum of one year from the time their previous appointment was terminated. Application for reappointment will require the same level of commitment and engagement required at the time of the appointment.

3.2.12 Adjunct Faculty Annual Review (AFAR)

Adjunct faculty not subject to the Annual Faculty Report and Self Evaluation are to be evaluated during the first term of service and annually thereafter.

The Adjunct Faculty Credential Committee shall conduct the annual review of contracted adjunct faculty in each academic year. Adjuncts contracted for their first course in the College shall be reviewed upon completion of their initial course. Continuing adjuncts contracted for one to four courses in the fall and spring semesters and one to two courses in the summer semester shall be reviewed at the end of the academic year for courses taught in fall, spring semesters and the preceding summer semester.

The annual review shall be the responsibility of each department chair or designee of the department in which the adjunct faculty member was contracted to teach. The review shall be conducted using a rubric approved by the committee (Appendix K), and the results of review, including recommendation for instructional development, shall be recorded in Watermark and shared with the adjunct faculty member.

Using the Adjunct Faculty Annual Review Rubric, adjuncts will be evaluated on the following items of teaching performance:
- Syllabus,
- Instructional materials,
- Student course evaluations,
- Adjunct course self-evaluations; and
- Canvas LMS use appropriate to the course delivery format – face-to-face, blended, and online.

IV. POLICIES RELATED TO FACULTY TENURE AND PROMOTION

4.1 Tenure and Promotion

The University Tenure and Promotion Policy *(See section 2.4.2 Tenured Appointments; of the University Faculty Handbook, January 2021 rev.)*. The Tenure and Promotion policy of the College of Professional Advancement is consistent with that of the University:

Tenure is viewed by the University as an important means to assure: (1) freedom of teaching, research, and extra-mural activities under the guidance of professional responsibility, and (2) a sufficient degree of economic security to make teaching at Mercer University attractive to

persons of high ability. Academic 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.

The tenure and promotion policies and procedures of the College of Professional Advancement enable the recruitment, development, and retention of a creative, qualified, and diverse faculty to facilitate optimal academic preparation of the College's students. This commitment furthers the College's goals to:
- Attract enroll, inspire, retain, and graduate highly qualified undergraduate and graduate students, and professionals;
- Create a dynamic learning environment; and
- Engage students in compelling and transformational learning.

The tenure and promotion process requires a collaborative relationship among faculty members, colleagues, and the College and University administration. The process necessitates the timely recording of all evidence that supports teaching; scholarship and professional competence and growth; and service in Watermark. Faculty members should be cognizant of the need to meet the tenure and promotion criteria and work continuously and consistently to demonstrate and document their effectiveness and excellence in each of the three areas:
- Teaching and mentoring, with attention to student learning outcomes;
- Scholarship and professional competence and growth;
- Service to the College, the University, and the larger community.

The College of Professional Advancement requires faculty to engage in an annual faculty professional development and review process. Completion of the process advances faculty preparation for tenure and promotion. To assist the faculty in the tenure and promotion process, the dean provides an annual orientation for Tenure, Promotion, and Review (TPR) Committee. The Tenure, Promotion and Review Committee conducts a fall and spring Tenure and Promotion Workshop for the faculty. The TPR rubric permits faculty to assess their progress toward meeting tenure and promotion requirements.

4.1.1 Timeline for Tenure and Promotion
The provost determines the schedule for the application process for tenure and promotion. The dean informs faculty eligible for tenure and/or promotion through a notification letter. The following table outlines the timeline for tenure and/or promotion applications.

May 1 – 31	Dean sends notification letter of eligibility
September 30	Faculty member submits application portfolio to the College of Professional Advancement Dean's Office
October 1 – December 15	TPR committee reviews the application portfolio
December 20	TPR committee submits a letter of recommendation to the Dean
By January 30	Dean reviews the application portfolio and submits a recommendation to the Provost
Prior to April Board meeting	Provost reviews the application portfolio and submits a recommendation to president
By May 1	Dean communicates University's decision to the faculty member

4.1.2 Eligibility for Tenure

A. Eligibility for Tenure

Full-time faculty eligible for tenure in the College of Professional Advancement include:

- Individuals who were tenured at another institution and who may be awarded tenure during the hiring process.
- Individuals who are identified as tenure-track on the initial letter of appointment. (Prior tenure-relevant experience is counted only for full-time service at the rank of assistant professor or above. The dean in consultation with the provost determines the amount of previous tenure relevant experience. Normally, credit for tenure-relevant experience will not exceed three years).

B. Time-in-rank for Tenure Eligibility

Time thresholds for tenure review begin with fulltime appointment and 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.

- Time-in-rank for consideration of tenure eligibility begins with a full-time appointment to the rank of assistant professor, unless otherwise stipulated. An individual employed at the rank of instructor and possessing the appropriate terminal degree becomes eligible for consideration of appointment to the rank of assistant professor the following year.
- Faculty members appointed at the rank of assistant professor become eligible for tenure review during their sixth year as assistant professor.
- Consideration for tenure may not be deferred beyond the sixth year, subject only to the conditions of the appeals process *(See sections 2.9 Review Procedures: Allegations of Inadequate Consideration and 2.10 Grievance Procedure for Faculty (Discrimination, Employment Actions, Academic Freedom, Workplace Safety, of the University Faculty Handbook, January 2021 rev.).* Tenure becomes effective at the beginning of the seventh contract year.

4.1.3 Tenure

A. Philosophy of Tenure for the College of Professional Advancement

At Mercer University tenure provides faculty:

- Freedom of teaching, research, and extra-mural activities with the assumption of professional responsibility; and
- A sufficient degree of economic security to render teaching at Mercer University attractive to individuals of high ability and professional commitment.

Academic 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. *(See section 2.4 Academic Freedom and Tenure, 2.4.1 General Principles, of the Mercer University Faculty Handbook, January 2021 rev.).*

The standards and procedures for granting tenure at Mercer are set forth in *Section 2.4.2 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 valid reason or cause, including termination of programs.

Tenure 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 the end, the tenure policy of the College of Professional Advancement emphasizes the necessity of tenure, not only in general terms, but also in terms of the specific University-wide goal of supporting a highly qualified faculty that is student and teaching-oriented and is engaged in scholarly research and professional activities.

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 recommendation of the provost and dean of the academic unit in which the individual holds a faculty appointment. Suitability 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. *(See section 2.4.2 Tenured Appointments, of the Mercer University Faculty Handbook, January 2021 rev.).*

C. College of Professional Advancement Standards and Procedures for Granting Tenure

Tenure is considered for those with appropriate terminal degrees. Consideration for promotion and tenure may occur concurrently.

The College of Professional Advancement requires candidates for tenure and/or promotion to create and submit a portfolio that includes the following:
   a. Letter of eligibility from the dean,
   b. Letter of recommendation from the chair,
   c. Third-year review letter,
   d. Letter of application,
   e. Updated curriculum vitae,
   f. Philosophy of teaching,
   g. At least three letters of recommendation, and
   h. Collection of documents that address each specified criterion and that provide evidence of how the applicant meets the criteria according to the review rubric.

The Tenure, Promotion, and Review Committee evaluates the application according to the TPR rubric, votes by blind ballot, and presents a written letter of recommendation for/against promotion to the dean.

D. Tenure Notification

- Notification of eligibility to apply for tenure consideration occurs at the end of the fifth year of full-time appointment in the College and the application is submitted in the sixth year. Tenure becomes effective at the beginning of the seventh year of appointment. The president may approve shorter or longer probationary periods, subject to specific

qualifications established by the College of Professional Advancement.

- 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.
- Faculty members are notified of tenure or offered a one-year terminal appointment no later than May 1 of the year of tenure review.
- Promotion awarded to a faculty member before the probationary period's completion implies no promise of eventual tenure.
- 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.
- 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.
- Previous relevant experience at other institutions shall be counted only for full-time service; the dean of the College, in consultation with the provost, may grant such relevant experience only at the time of appointment.

4.1.4 Promotion

A. Philosophy of Promotion

The College of Professional Advancement requires 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 evaluates each applicant below the rank of professor and conveys to the dean recommendations regarding promotion along with pertinent documentation.

Promotion to the rank of associate professor implies that candidates have 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 at 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.

- 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 typically given during the sixth year as assistant professor.
- Promotion from associate professor to professor: Consideration for promotion is typically given during the seventh year as associate professor.

C. Procedures for Promotion

- After notification from the dean, faculty members applying for promotion submit to the chair of the Tenure, Promotion, and Review Committee a portfolio that includes an application letter, an updated CV, a philosophy of teaching, at least three letters of recommendation, a letter of recommendation from the department chair, and supporting documents that address each specified criterion and demonstrate how they have met the criteria.
- The Tenure, Promotion, and Review Committee evaluates the application according to the TPR rubric, votes, and presents a written recommendation to the dean.

D. Criteria for Promotion *(See section 3.2.1 Criteria for Tenure, Promotion, and Reappointment, of the Mercer University College of Professional Advancement Faculty Handbook, July 2022 rev.).*

4.1.5   Faculty Emeritus/Emerita Status

A full-time faculty member may request recommendation for promotion to the rank of Associate Professor or Professor Emeritus/Emerita upon retirement. Faculty must submit a written request to the dean during the year immediately preceding full retirement. The dean will bring the recommendation to the College of Professional Advancement faculty for approval. *(See sections 2.4.4 Faculty Emeritus/Emerita Status Eligibility Criteria, Process, and Benefits, of the Faculty of the University Faculty Handbook, January 2021 rev.)*

4.1.6   Promotion of Full-time Non-tenure Track Faculty

The College of Professional Advancement 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; and
2. Adjunct faculty who are appointed on a course-by-course basis.

This policy seeks to establish clear guidelines for the promotion of full-time non-tenure track faculty. It does not apply to adjunct faculty or full-time faculty appointed to "visiting" faculty positions. Adjunct faculty are appointed on a course-by-course basis.

Visiting faculty are appointed for a limited period (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 appointed 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. 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, curriculum 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 university with accreditation from a regional 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 is considered during the following year.
- Promotion from assistant professor to associate professor: Consideration for promotion is typically given during the sixth year of a continuing appointment as assistant professor.
- Promotion from associate professor to professor: Consideration for promotion is typically given during the eighth year of a continuing appointment 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. Procedures for Promotion of Full-time Non-tenure Track Faculty

- After notification from the Office of the Dean, faculty members applying for promotion 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 include supporting material *(See section 3.2.1 Criteria for Tenure, Promotion, and Reappointment, of the Mercer University College of Professional Advancement Faculty Handbook, July 2022 rev.)* that documents quality of teaching, professional growth, and development, evidence of leadership within the College and University, and community and scholarly endeavors.
- The Tenure, Promotion, and Review Committee evaluates the application, votes by secret ballot, and makes a written recommendation to the dean.

D. Criteria for Promotion *(See section 3.2.1 Criteria for Tenure, Promotion, and Reappointment, of the Mercer University College of Professional Advancement Faculty Handbook, July 2022 rev.).*

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

- The promotion of full-time non-tenure track faculty is based on renewal of appointment in the years in which the faculty member is eligible for promotion. Continued employment

evidenced by the renewal of appointment is at the discretion of the dean. Decisions on promotion are contingent on the renewal of the appointment.

- Full-time non-tenure track faculty members will complete the annual faculty review, self-evaluation, and the professional development plan as outlined above *(See section 3.2.1 Criteria for Tenure, Promotion, and Reappointment, of the Mercer University College of Professional Advancement Faculty Handbook, July 2022 rev.)*. Annual review by the respective department chair will result in the department chair's recommendation to the dean regarding the renewal of appointment and promotion. If granted, the promotion becomes effective at the beginning of the seventh appointment year for promotion to associate professor or in the fifteenth appointment year for promotion to professor.
- Faculty members are notified of promotion no later than May 1 in the year of the promotion review. A denial of promotion does not preclude the renewal of the appointment.

Appendices

Appendix A
Annual Faculty Report and Self-Evaluation Outline

College of Professional Advancement

The outline below provides a format for the *Annual Faculty Report and Self-Evaluation*. This report allows faculty to summarize professional and scholarly activities for the preceding report year. The 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 appointment course load for the report year? _____

       Courses

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

    C. List the internships or practica supervised during the report year. List any additional teaching responsibilities during the report year.

Faculty Name:			
Department:			
Date:			
Courses Taught			
Course Title and Number	Credit	Course Location	Delivery Method
Independent Studies			
Course Title and Number	Credit	Course Location	Delivery Method

Appendix A-Continued
Annual Faculty Report and Self-Evaluation Outline

College of Professional Advancement

D. Evaluate and reflect on your teaching for the report year.

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. Describe any changes that you intend to make based on student evaluations and feedback.
3. Discuss your use of feedback from the peer-review process.
4. Highlight student learning outcomes achieved.
5. Discuss your use of feedback from the annual meeting with your department chair.

II. Advising and Registration Responsibilities

A. Describe your involvement in registration, advising, and mentoring of students during the report year.
B. Describe any issues and/or problems you encountered.
C. Describe successful outcomes in student advising and mentoring during the year.
D. Describe successful outcomes in continued mentoring of alumni.

III. Scholarly and Professional Growth

Describe scholarly activities supporting your continued intellectual growth and currency in your discipline. Your SPDP determines these activities and may include activities concurrent with the report year. You may also include activities in process that are scheduled for completion in subsequent years. Consult the TPR rubric for greater specificity of pertinent activities that may be relevant. 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 activities and memberships you have listed have contributed to your teaching and to student learning.

IV. Service

A. <u>Service to Mercer University</u>: 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. (See TPR rubric)
B. <u>Community Service:</u> List any local, regional, or national involvement in service organizations, volunteer work, memberships on boards, or other areas of community service.

Appendix B
Scholarship and Professional Development Plan

College of Professional Advancement

A. Excellence in Teaching: Indicate your plans for the year in the area of teaching and learning.
B. Scholarship and Professional Development: Indicate your plans for the year in areas of scholarship and professional development to include the scholarship of teaching and learning.
C. Service: Indicate areas of service to the College, University, and/or community in which you will be engaged for the coming year.

The plan should address the following:

Goal(s) for the year

Action plan for attaining the
goal(s)

Resources needed to attain the
goal(s)

Time frame for completing
activities listed in the action plan

Anticipated outcomes and/or
impact on student learning

Appendix C
Tenure, Promotion and Review Rubric

College of Professional Advancement

The TPR rubric below lists specific activities and involvement relevant to your report.

College of Professional Advancement -- Rubric for Evaluations/Merit Raises Tenured/Tenure Track/Non-tenure Revised 9/17/2018

Name _____

Date: _____

Total Composite Rating _____

Inadequate 0 point	Acceptable 1 point	Good 2 points	Excellent 3 points	Points (0 – 3)	Weight -	Total Rating	Inadequate 0 point
Teaching: – Delivery format – face-to-face classroom — hybrid — online — multiple sites – Self, student, peer, and chair evaluations — Persistent professional development – Curriculum and course	– Uninspired, ineffective classroom teaching – No effort to improve or innovate. – No effort to improve through professional development or responding to evaluations or innovate. – No effort to improve in course curriculum development/revision	– Evidence of effective classroom teaching. – Student, peer, and Department Chair evaluations and comments in the mid- range. – Evidence that indicates efforts to improve. – Evidence that students are engaged and learning. – Evidence of efforts to improve teaching	– Good classroom teaching (student, peer, and chair evaluations and comments above average) AND efforts outside the classroom such as: Efforts in support of teaching (curriculum/course development, curriculum grants); Innovations/changes	– Outstanding in the classroom (student, peer, and chair evaluations and comments distinguished) AND other significant contributions such as: Major curriculum efforts (curriculum/course			

Criteria				
development/ revision – Recognitions – Mentoring/ advising (as teaching) of students enrolled in courses – Innovations/high impact practices – Positive student outcomes – Consistency in evaluations at multiple teaching sites and multiple delivery formats	– No evidence of positive student outcomes. – No evidence of effort to mentor/advise enrolled students.	and course design including through curriculum revision – Grants/professional development/ implementation of best practices. – Evidence of Mentoring/advising of enrolled students.	related to feedback; Mentoring student research (beyond coursework); independent studies/tutorials. – Innovation for engagement and Impact. – Evidence of efforts outside of the classroom in support of teaching such as curriculum/course development, curriculum grants. – Evidence of responsiveness to feedback from students, peers, and chair with resulting improvement of student evaluations. – Evidence of effective mentoring of students. – Evidence of above average positive student outcomes. – Significant formal advising with evidence	development, curriculum grants) Innovations, beta testing, fully implementing new strategies Scholarship of Teaching & Learning. Mentoring student research (beyond coursework) Teaching awards (TIA, FACBT, etc.) are strong evidence of outstanding teaching-but NOT necessary OR sufficient. – Outstanding teaching with evaluations and comments distinguished and significant contributions such as: – Major curriculum development/ improvement and

of quality/effectiveness/ positive student outcomes and retention of students or some formal advising and

-mentoring of students in classes with evidence of effectiveness and positive student outcomes

– Involvement in student organizations/ orientations/ information sessions and supplemental instruction

course redesign efforts and curriculum grants

– Innovations in accordance with best practices and for high impact such as service learning, study abroad

– Presented or published scholarship of teaching and learning

– Mentoring of students with noteworthy outcomes

– Excellence/ Innovation in teaching awards

Scholarship - Dissemination: - Discovery - Application - Teaching and Learning - Integration - Creation	- No research underway - No research agenda/plan - No professional conference attendance	- Shows evidence of cohesive research program underway. - Evidence of cohesive research program underway with timeline - Published professional book reviews	- Good scholarly activity with public dissemination such as published book reviews, non-peer reviewed manuscript, submitted manuscripts to peer-reviewed journals, submission of grant proposals, successful submission of presentations for refereed conferences, panel leadership at conferences or presentations, leadership of professional organization with higher points awarded for larger number of these and related activities. - Membership in honor/professional organizations - Professional certification and formal course work - Consulting	-Outstanding scholarly outcome, such as a peer-reviewed manuscript published, book, published book chapters, or major grant received.** Higher points assigned to larger number or significance of such activities. Research awards are strong evidence of excellent research-but NOT necessary OR sufficient.

Service to: - Program - Department - College of Professional Advancement - University - Community (using expertise related to position) - Profession - Student advising/mentoring NOTE: First-year College of Professional Advancement faculty members typically not assigned to committees. Also, some faculty are not assigned advisees.			
- Little or no participation in service activities. - Does not regularly attend committee meetings - Misses monthly faculty meetings or portions of faculty meetings - Does not regularly attend department meetings - No evidence of impact on the work of committees/departments - No involvement in technical advising - No involvement in official (registration/scheduling) or mentoring advising - No evidence of advising of students at	- Does basic level of what is expected as a citizen of the department, college, university - Does their fair share as a citizen of the unit. Active participation in department three committees. - Involved in student orientation/information session events OR some technical advising (not needed for first year faculty thought may be involved in professional development in advising) - Involved in formal advising with understanding of student information system - Involved in professional development related to advising - Available and responsive to advisees, meetings, and two or three committees. - Involved in student orientation/information session events OR some technical advising (not needed for first year	- Involvement in a number of activities in the college (standing and elected committees as well as search committees, task forces, etc.) - Involvement at least one other venue in the community, profession, or university (board/chair/member) - Directing, chairing, or otherwise showing effective leadership with special consideration for those leadership activities that are uncompensated (to include sponsorship of student honor organizations and initiatives) - Recognized for making a positive impact as a committee, program, or department member or leader - Grant panels, manuscript reviews,	- Highly regarded for the quality of the service contributions as measured by significant outcomes. - Involved in venues beyond the program and department and single campus. - Moves beyond participation to a leadership role in multiple instances with positive outcomes. - Service informed in some cases by scholarly interests. - Much of the service is tied to scholarly interests. - Service to professional organizations provided

orientations/ information sessions	faculty thought may be involved in professional development in advising) – Involved in formal advising with understanding of student information system – Involved in professional development related to advising – Available and responsive to advisees	consulting. Known for good quality work in these roles. – Mentoring of new full-time and adjunct faculty – Involved in student orientation/recruitment events OR some technical advising (not needed for first year faculty though may be involved in professional development in advising – Nominations from students with rationales for excellence in advising award	Positive outcomes. Outstanding advising in numbers or scope (advising is of high quality). Advising awards are strong evidence of excellent sufficient. – Outstanding advising/mentoring as evidenced by student retention to graduation data, accessibility, accuracy, and positive student outcomes Advising awards and nominations (in CPA advising but NOT necessary OR nominations with rationales from students) Service awards are strong evidence of outstanding service – but NOT necessary OR sufficient

Other factors (positive or negative) – only in exceptional circumstances	
	Composite Points

*Scholarship of teaching and learning can count as Teaching and Scholarship, but must be related to specific criteria under each.
**Grants may be distinguished as unfunded/funded, large/small in funding brought to campus, internal to IU/external agencies, but may be for service, teaching or scholarship.

Appendix D
Peer Evaluation/Classroom Evaluation of Teaching Template

College of Professional Advancement

Peer Evaluation Process

There are three components to the Peer Evaluation/Classroom Evaluation of Teaching process:

1. <u>Pre-Visit Preparatory Meeting</u>

The Peer Evaluation Form below identifies the activities that characterize this meeting.

The peer reviewer 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 delivery format: face-to-face, hybrid, or online.
- Review course syllabus for student learning outcomes, teaching and evaluation and criteria and methods.
- Discuss the diversity of learners in the class.
- Discuss the option for review and the reviewee's focus
- Establish specific criteria to be followed during the review.

2. <u>Peer Evaluation Visit</u>

The peer reviewer executes the plan for evaluation designed in collaboration with the reviewee. The reviewer completes the Peer Evaluation Form.

3. <u>Post Evaluation Meeting</u>

The reviewer and the reviewee meet following the class session to discuss the results documented on the Peer Evaluation Form and to jointly develop a review summary.

The following form provides a template that may be used for the classroom observation of teaching.

Appendix E
Peer Review Template for Face-to-Face Courses

College of Professional Advancement

Faculty: Reviewer:

Date of Observation:

Review of Content Mastery
Take into consideration the following questions:

How 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:

Appendix F
Evaluation of Delivery of Course Content and Teaching Methods
Face-to-Face

College of Professional Advancement

Faculty: Reviewer:

Date of Observation: Date of Follow-Up Meeting:

The reviewee and reviewer determine the specific points of course content delivery and teaching methods based on the focus of the review. Although there may be additional review criteria, possible criteria may include:

- Clarity of student learning expectations
- Sequence of information and material
- Appropriateness of materials and methods
- Student engagement/involvement
- Currency and relevance of content
- Questioning techniques and responses
- Breadth and depth of content
- Environment conducive to critical thinking and student participation in learning
- Achievement of student learning outcomes

Successful Elements:

Elements to Refine:

Appendix G
Peer Review Template for Online Courses

College of Professional Advancement

Faculty: Reviewer:

Date of Observation:

Review of Content Mastery
Take into consideration the following questions:

How does the instructor
demonstrate command of the
subject matter?

Is the purpose of the session
evident?

Are the instructional activities
and assessment methods
linked to the learning
objectives?

Is the weekly content within
each module consistent with
the course syllabus?

Does the instructor link
present content with past and
future learning experiences?

Successful Elements:

Elements to Refine:

Appendix H
Evaluation of Course Layout and Navigation for Online Courses

College of Professional Advancement

Faculty: Reviewer:

Date of Observation: Date of Follow-Up Meeting:

The reviewee and reviewer determine the specific points of the online course layout and navigation based on the focus of the review. Possible criteria may include:

Consistent and uncluttered layout

Welcome and instructions to students on how to get started in the course

Inclusion of the CPA course template on the home page

Contact information for instructor

Readable and consistent font type, size, and color

Well-written content

Link to downloadable syllabus in PDF or HTML format

Relevant course menu items

Links to student academic support resources (technical help, tutoring, library, and career services)

Successful Elements:

Elements to Refine:

Appendix I
Evaluation of Delivery of Course Content and Teaching Methods – Online Course

College of Professional Advancement

Faculty:

Reviewer:

Course Number and Title:

Date of Observation:

Date of Follow-Up Meeting:

The reviewee and reviewer determine the specific points of course content delivery and teaching methods based on the focus of the review. Possible criteria may include:

- Clarity of student learning expectations
- Sequence of information and material
- Appropriateness of materials and methods
- Explanation of purpose and description of materials
- Student engagement/involvement
- Activities that encourage real-world applications
- Currency and relevance of content
- Inclusion of questioning techniques and responses
- Breadth and depth of content
- Environment conducive to critical thinking and student participation in learning
- Achievement of student learning outcomes
- Variety of assessment methods
- Self-assessment methods to guide and provide feedback to learners
- Clear communication
- Method to assess understanding

Successful Elements:

Elements to Refine:

Appendix J
Evaluation of Learner Engagement and Interaction – Online Course

College of Professional Advancement

Faculty: Reviewer:

Course Number and Title: Date of Observation: Date of Follow-Up Meeting:

The reviewee and reviewer determine the specific points of learner engagement and interaction. There is not a single criterion for peer review, but possible criteria may include:

Instructor's presence in weekly
learning activities

Weekly announcements to
communicate updates, reminders,
and other information to students

Frequent opportunities for student-
instructor interaction

Timely feedback to students

Student engagement/involvement
in open discussions

Regular and constructive feedback
to students

Systematic team-building activities

Opportunity for students to ask
general questions

Inclusion of questioning techniques
to encourage thoughtful responses

Successful Elements:

Elements to Refine:

Appendix K
Evaluation of Teaching – Adjunct Faculty

College of Professional Advancement

INSTRUCTOR:	Session /Semester/ Year:
COURSE(S):	
FACULTY EVALUATOR:	

Definition of Performance Ratings:

4-Excellent: Performance that is characterized by consistent, exceptional accomplishment of the stated responsibilities throughout the session/semester.

3-Above Satisfactory: Performance that is at a level higher than established standards.

2-Satisfactory: Performance that successfully accomplishes stated responsibilities of the position.

1-Below Satisfactory: Performance that needs improvement of stated responsibilities.

Critical elements and evaluative measures	Performance Rating	Comments:
Course syllabus clearly states course description and student learning outcomes. Follows College's syllabus guidelines.		
Instructional Materials support learning of course objective and outcome		
Gave assignments that assisted in learning the material and exams that reflected the course content. As reported in Course Evaluation		
Informed students as to how they would be evaluated and provided a clear grading scale.		
Gave useful and timely feedback to students on coursework. As reported in Course Evaluation		
Made the subject interesting and demonstrated his or her own interest in the subject. As reported in Course Eval		

Was available to communicate with students by means of scheduled appointments, Zoom sessions, or email. As stated in the syllabus		
Attention to adjunct faculty duties and responsibilities (attendance at Adjunct Workshops, classroom management, communication with Department as required).		
Developed effect Canvas course interface appropriate to course delivery method: face to face, blended, or online		

OVERALL PERFORMANCE RATING and Comments:

_____   _____
EVALUATOR (IF NOT DEPT. CHAIR)   DEPARTMENT CHAIR   DATE

Appendix L
Sabbatical Proposal Rubric

College of Professional Advancement

Applicant Name:

_____

Proposed Activity for Sabbatical:

_____

Applicant meets the eligibility requirements (Determination made by the Dean's office and Department Chair):
- ☐ Six years full-time service as a faculty member in the University
- ☐ A faculty member within two years of retirement is not eligible
- ☐ The academic department is able to offer a full course of study during the proposed faculty absence.
- ☐ The academic department is able to cover the essential workload of the faculty member during the proposed period of absence
- ☐ No more than 10 percent of the full-time faculty may be on sabbatical leave in any given year.
- ☐ Applicant is willing to submit to the Dean of the college within 3 months of returning from leave a written account of the work accomplished during the leave and an evaluation of the extent to which the objectives of the leave have been achieved.

Degree to which the applicant's proposal:

	1 = Not Effective	2	3	4 = Highly Effective
Meets the University's purpose of sabbatical by providing an opportunity for continued growth and intellectual development through study, research, or writing				
Holds promise for enhancing the applicant's professional effectiveness and future service to the institution				
Demonstrates alignment with the				

University
Strategic Plan

Scope of project is
appropriate for a
semester-long (or
year- long) endeavor

Potential for
dissemination of
original research

Clarity of writing (for
a non-expert
audience)

Quality of
deliverable/output as
an investment for the
university

Feasibility of
proposed project
(resources, time, etc)

Exhibits
professional
writing style

Comments:

Total Score _____

Appendix M
Sabbatical Leave Request Form

College of Professional Advancement

Sabbatical leaves provide opportunity for continued professional growth and intellectual development through study, research, or writing. An individual is eligible to apply for a sabbatical leave after six years of full-time service as a faculty member in the University. Faculty who are applying for sabbatical leave should review the section of the University Faculty Handbook focused on sabbatical leave (2.17.1), complete this form, and attach a detailed proposal. Sabbatical leaves are awarded according to the merits of the leave proposal and ability of the academic department to offer a full course of study during the individual's absence. Special consideration is given to applications that hold the promise of enhancing the applicant's professional effectiveness and future service to the institution. The request must be submitted to the dean no later than November 1 in the year prior to the requested leave. A written report detailing the work accomplished and extent to which the objectives have been achieved must be submitted within 3 months of returning from sabbatical leave.

Faculty Member's Name: _____

Rank: _____

Date of initial appointment to faculty: _____

Department: _____

Dates of requested sabbatical: Start: _____End: _____

Attach a proposal in which you describe in detail the following:

- The goals, objectives, outcomes for your sabbatical leave
- A plan of action and timetable for accomplishing the goals and objectives
- How the sabbatical leave will enhance your professional and academic skills
- How the sabbatical leave will benefit the College or the University
- How your experience, knowledge, and scholarship support your ability to complete the project
- Attach any additional support information for your sabbatical leave request.

_____
Faculty member's signature   Date

To be completed by Department Chair

Comments concerning sabbatical request:

_____

_____

How will this request affect your department?

_____

_____

Are additional funds needed to support this request? Yes_____No_____

         Approved: _____Not Approved: _____

_____

Department chair's signature   Date

_____

To be completed by Dean

Comments concerning sabbatical request:

_____

_____

_____

        Approved: _____Not Approved: _____

_____

Dean's signature   Date

Bylaws of the Faculty of the College of Professional Advancement

Article I – Name

The name of the body constituted in the document shall be the Faculty of the College of Professional Advancement.

Article II – Membership

A. The voting membership of the Faculty of the College shall consist of the President, the Provost, the Dean of the College, all faculty holding full-time appointments within the College including those on phased retirement, and all administrators within the College holding faculty appointments. Professors emeriti shall be considered non-voting members of the Faculty.

B. The President, the Provost, the Dean of the College, the Faculty Executive Committee, 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 College of Professional Advancement. In the absence of the Dean, an Associate or Assistant Dean shall 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 shall be elected annually by the Committee to coordinate the Faculty's partnership with the Dean.

D. The Executive Committee shall annually appoint a full-time faculty member to be Secretary of the Faculty. 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 annually appoint a full-time faculty member to be Parliamentarian to the Faculty. The Parliamentarian shall advise the Dean, when consulted, on the rules and usage of parliamentary procedure and shall ensure that meetings are conducted according to Roberts Rules of Order.

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 College, 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 Department administrators for faculty selection, review, and retention. Faculty shall share responsibility for review and evaluation of the Dean, the Associate/Assistant Dean(s), and Department administrators through processes established by the Tenure,

Promotion, and Review Committee and approved by the Faculty with consideration of established University review procedures.

C. The Faculty shall consider matters 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, or other appropriate individuals or bodies. The Faculty may likewise make recommendations to the University House of Delegates through its elected delegates.

E. The Faculty shall, in March, elect the requisite number of delegates to the University Faculty House of Delegates. Those eligible for election shall be members of the full-time teaching Faculty. Delegates shall serve according to University Faculty House of Delegates Bylaws. Unexpired terms shall be filled as soon as possible by vote of the Faculty.

Article V – Meetings and Procedures

A. The Faculty shall meet regularly during the academic year. The dates and places shall be established by the Dean and the Executive Committee, and published for the year. With due notice, special meetings may be called by the President, the Provost, the Dean, or the Executive Committee. The Dean shall convene and preside at regular Faculty meetings. In absence of the Dean, the Chair of the Executive Committee shall preside.

B. New business intended for discussion or any such information as may be desirable for advance study by the Faculty shall be distributed five days prior to the meeting. However, 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 full-time faculty members, exclusive of those on leave, shall constitute a quorum.

D. Faculty members are required to attend all meetings of the Faculty, their departments, and the committees to which they belong when meetings have been scheduled and announced. Prior to a meeting, notice of a necessary absence from that meeting shall be communicated to the appropriate presiding officer.

E. The presiding officer shall decide on the form of the vote, there being no objection from the body. However, any faculty member may request that the vote be held by secret ballot. The majority of voting members present carry a motion. Voting may not be done in absentia or by proxy.

F. With the exception of voting to amend or repeal the By-laws, voting may be effected by authorized electronic media, as decided by the Executive Committee or by the Faculty. A vote in electronic format, its subject, and its duration shall be announced to the Faculty five days in advance of the voting deadline. Faculty should maintain a printed and dated record of their vote until the next Faculty meeting, to allow for manual recounts. A record of the vote shall be included in the minutes of the next regularly scheduled Faculty meeting.

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

Article VI – Committees of the Faculty

A. Standing Committees

The Faculty shall elect members to serve on the Executive Committee; the Tenure, Promotion, and Review Committee; and the Faculty Welfare and Development Committee. The Dean and the Executive Committee shall consider faculty preferences in appointing members to the remaining standing Committees, including the Academic Standards and Student Success Committee; Assessment and Planning; Curriculum; and the Academic Resources Committee. No faculty member may serve on more than three College of Professional Advancement standing committees each year or serve as chair of more than one College of Professional Advancement standing committee each year.

B. Committees' Responsibilities and their Processes for Election or Appointment

Committees shall appoint a Chair and a Secretary at the first meeting of the academic year. At the first meeting of the academic year, the Committees shall set their meetings for that academic year and publish those schedules to the Faculty. The Chair's role shall be to call and to preside over meetings. Because in-person attendance is expected, meetings are to be scheduled in locations central to the committee members' campus offices. Committees are expected to send their minutes electronically to the Dean's office and the Faculty Secretary prior to the next regular Faculty meeting, post minutes electronically for Faculty review (redacted as appropriate for privacy), and make reports in the regular Faculty meetings.

C. Elected Committees' Responsibilities and Election Processes.

Executive Committee

The Executive Committee shall represent the Faculty, advise and assist the Dean in matters of academic administration, and maintain the bylaws, policies, and procedures of the College. Each March, the Faculty shall elect Committee members to serve two-year terms. The Committee shall annually elect an alternate and shall annually elect a Vice Chair, who shall rotate into the Chair position the second year and serve as at-large member in the third year. The Committee shall consist of at least five full-time Faculty members who have not served on the Executive Committee in the last two years prior to the election, with at least one representative from each department. The work of this Committee requires of its members a careful ongoing consideration of its continuity of purpose.

Faculty Welfare and Development Committee

The Faculty Welfare and Development Committee shall receive and initiate proposals designed to assist individual and/or collaborative scholarly and pedagogical work of the Faculty.
The Committee shall receive concerns about salaries, fringe benefits, workload, grievances, and atmosphere, and make appropriate recommendations to the Dean on behalf of the Faculty. The committee shall review proposed projects on sabbatical applications and provide feedback to the applicants based upon the criteria listed in the sabbatical proposal rubric in accordance with section 3.1.8 in the College faculty handbook.

The Committee shall consist of at least five faculty members, representing each department and elected by the Faculty in the March Faculty meeting. Each March, the Faculty shall elect Committee members to serve two-year terms and have at least two years off before being eligible to serve again.

Tenure, Promotion, and Review Committee (TPR)

The TPR Committee shall develop and recommend guidelines for faculty tenure, promotion, comprehensive third year review, comprehensive post-tenure review (every seventh year), comprehensive reappointment review (every sixth year), and annual review. The committee is also responsible for administering the annual anonymous review of the Dean, Associate/Assistant Dean(s), and Department Administrators, using the guidelines it developed, as approved by the Faculty. These guidelines shall remain in effect until the Faculty modifies them.

The Committee shall accept tenure and promotion applications from eligible faculty members, deliberate on them, and forward to the Dean its written recommendations, including a detailed rationale for each decision. The Dean shall write separate recommendations and forward them to the Provost.

The Committee shall accept third year review portfolios from faculty members. The Committee shall examine the portfolios and submit to the Dean written assessments that include evaluation of progress toward promotion and/or tenure. The Committee shall accept and review portfolios submitted by faculty members for a comprehensive review every six or seven years.

The Committee shall consist of five faculty members, four full-time tenured faculty members not on phased retirement and one non-tenured faculty member, also not on phased retirement, who have been promoted while at Mercer University. Each March, the Faculty shall elect Committee members to serve two-year terms and have at least two years off before being eligible to serve again.

D. Appointed Standing Committees' Responsibilities; Appointment Procedures

The Dean and the Executive Committee shall consider faculty preferences in appointing standing Committees.

Academic Standards and Student Success Committee

The Academic Standards and Student Success Committee shall recommend to the Faculty policies and procedures concerning undergraduate and graduate admissions. Within these policies and procedures, the Committee shall investigate and hear appeals of denied admission. A summary of appeals actions shall be submitted to the Faculty.

The Academic Standards and Student Success Committee shall recommend to the Faculty policies and procedures concerning grade appeals. Within these policies and procedures, and adhering to University policies and procedures, the Committee shall receive, review, and investigate all submitted grade appeals. Based on its review and investigation, it shall make a recommendation to the Dean or designated administrator concerning each appeal. A summary of appeals actions shall be submitted to the Faculty.

The Academic Standards and Student Success Committee shall recommend to the Faculty policies and procedures to increase student success, incorporating strategies such as faculty-led activities and data monitoring.

The Academic Standards and Student Success Committee shall review and/or recommend policies and proposals that affect the College's academic standards/accreditation to increase student success.

Adjunct Faculty Credential Committee

The Adjunct Faculty Credential Committee shall develop and revise the adjunct review process and review adjuncts' credentials and experience. In addition, it shall recommend to the Dean adjuncts for approval and courses they may teach, ensure that adjunct faculty credentials are entered into the University's Compliance Assist database system, and appoint faculty mentors. The Committee shall make available to the Faculty additions and changes in adjunct course approvals.

The Committee shall consist of Department Chairs in the College and one faculty member appointed by the Executive Committee. The Executive Committee shall appoint the co-chairs.

Assessment and Planning Committee

The Assessment and Planning Committee shall establish, maintain, and review a comprehensive assessment and planning program for the College. The Committee shall submit to the Faculty for approval recommendations applicable to planning and assessment.

Academic Resources Committee

The Academic Resources Committee represents and promotes the interests and mission of the College by increasing faculty, staff, and student awareness of available resources and support for the acquisition of the skills necessary to use those resources effectively for teaching and learning.

The Academic Resources Committee actively solicits suggestions from the faculty for the acquisition of additional resources and funnels the recommendations through the appropriate channels. The Academic Resources Committee communicates regularly with the University Library, Information Technology, Office of Distance Learning, Academic Resource Center, and any other pertinent offices. The Academic Resources Committee points faculty to ongoing opportunities these entities offer for increasing expertise in the use of technology for research and teaching.

Curriculum Committee

The Curriculum Committee shall recommend to the Faculty for approval all policies and procedures related to the undergraduate and graduate curriculum of the College of Professional Advancement.

The Committee shall review all proposed course and program changes, recommending approval, rejection, or revision as necessary. The Committee shall distribute all approved course and program changes to the Faculty at least five days before Faculty votes. The chair shall submit to the Dean all approved changes to the graduate program and, pending the Dean's review, to the University Graduate Council.
The chair shall submit to the Dean all approved changes to the undergraduate program and, pending the Dean's review, to the University Undergraduate Council.

General Education Committee

The General Education Committee shall review and recommend to the Faculty for approval changes to the general education of the College of Professional Advancement.

The Committee shall cooperate with the University-level General Education Committee to carry out general education procedures and policies of the University, to coordinate assessment of general education, and to submit all approved general education changes, pending Dean's review, to the University general education committee.

The Committee may collaborate with other units of the University as necessary to meet its functions.

The Committee shall consist of a Chair, a Co-Chair, Department Chairs in the College, one representative from the Assessment and Planning Committee, and one representative from the Curriculum Committee. The Dean shall appoint the Chair and Co-Chair. The Committee may recommend to the Dean the appointment of at large members as needed to assist with assessment of general education.

Ad hoc Committees

The President, Provost, Dean, or members of the Faculty may recommend to the full Faculty the creation of ad hoc committees to address special needs within the College. 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.

Article VII – Amendment or Repeal of Bylaws

These Bylaws may be amended or repealed with the approval of two-thirds of the Faculty. The procedure shall be as follows: At least fourteen days in advance of a regularly scheduled meeting, a motion for change or repeal of any Bylaw shall be presented in writing to all members of the Faculty. The motion shall be considered at the next regularly scheduled meeting. The vote on the motion shall then be scheduled for the following regularly scheduled meeting.