

Tenure, Promotion & Annual Review Process

**Tift College of Education
Mercer University
April 15, 2005**

**Revised by the
2004-2005 Tenure, Promotion and Review Committee**

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An Introduction to Faculty Evaluation

Within the

Tift College of Education

"The Transforming Practitioner"

"To Know – To Do – To Be"

The faculty of the Tift College of Education recognizes the value and importance of a comprehensive evaluation plan that provides a systematic review of one's role within the Tift College of Education. Faculty members are evaluated within the context of the Academy's conceptual framework: *"The Transforming Practitioner – To Know, To Do, To Be"*. As an institution, the College most highly values excellence in teaching, while, at the same time asseverates the importance of scholarship, service and disposition. Thus, faculty members are evaluated in four major areas: Excellence in Teaching, Scholarship, Service and Disposition. Each of these areas carefully coincides with the major components of our conceptual framework. Definitions, descriptors, and methods of documentation have been carefully crafted to serve as guideposts for faculty evaluation. Many crucial characteristics of outstanding faculty members are difficult to quantify and document; however, they are of utmost importance in the evaluation process. Among these characteristics are willingness to serve as a team player, a positive attitude, collegiality, respect for a diverse group of others, and joyful passion for teaching. As Tift College of Education faculty members participate in the various aspects of the evaluation process, they should bear in mind the extreme importance of the qualitative aspects of excellence, all of which should permeate the areas of teaching, scholarship, service and disposition.

It is paramount that those involved in the process recognize evaluation as a tool to nurture, support and enhance the development of each faculty member in his/her quest of becoming a *Transforming Practitioner*. The evaluation process, as a whole, has been designed to encourage the development and use, in increasingly competent ways over the years, of all the gifts and talents of the entire faculty. Furthermore, promotion in rank to that of Full Professor status carries with it higher levels of expectations and quality performance. The effective employment of a comprehensive evaluation plan will lead us toward our goal of creating a vibrant, caring, and productive community.

Procedures and Guidelines

Tenure, Promotion and Annual Review Process

The intent of this document is to provide the Tift College of Education faculty with a general set of guidelines for the implementation of the Tenure, Promotion and Annual Review Process.

An important assumption of the Tenure, Promotion and Annual Review Process is that the evaluation procedure, as a whole, is based upon a collaborative relationship of the individual faculty member with his/her colleagues and administrators in the College. However, it is equally important to understand that each faculty member takes ownership of his/her annual review. It is the individual faculty member's responsibility to see that the components of the annual review process are completed in a timely manner. Thus, it is imperative that each of us develops a thorough understanding of the requirements of the Tenure, Promotion and Annual Review Process.

The following benchmarks are essential for the successful implementation of the Tenure, Promotion and Annual Review Process:

1. The starting point for each faculty member should begin with the completion of the Faculty Evaluation Summary Chart. The Faculty Evaluation Summary Chart should be completed and submitted to the faculty member's chair by August 20th of each year.
2. The faculty member should then begin the process of engaging in a self-assessment of his/her professional endeavors towards becoming a transforming practitioner. After conducting the self-assessment one should then begin planning her/his Professional Development Plan. It is important to understand the relationship between self-assessment and goal planning. Both activities are interrelated and essential components of becoming a Transforming Practitioner. The Self-Assessment and Professional Development Plan should be submitted to the respective chairs by September 15th.
3. By September 30th the chairs will meet with the individual faculty member to conduct the Chair's Evaluation of Faculty. As part of this evaluation the Chair will review the faculty member's Self-Assessment and Professional Development Plan. In preparation for this assessment the faculty member should reflect upon his/her achievements and activities during the past academic year. Faculty members should conduct a "self-rating" and gather evidence to support their assessment of themselves. During the Chair's evaluation a constructive dialog should be undertaken in

arriving at appropriate ratings. Faculty members should remember that this activity is the Chair's Evaluation of Faculty and, as such, the Chair has the final say as to the submitted ratings. At the same time, it is understood, that faculty members have the prerogative of submitting and attaching a narrative responding to the evaluation.

It is important that both the chair and faculty member understand that the Chair's Evaluation of Faculty is comprised of an assessment of the individual descriptors under the four major categories (Excellence in Teaching, Scholarship, Service, and Disposition) and not the individual indicators. A rating of "Excellence" in any of the four major categories is not directly dependent upon the quantity or number of indicators that are documented. Attention should be given to the "Descriptors" column and the depth to which these descriptors have been met.

4. Peer Evaluations should be initiated by the individual faculty member at any time deemed appropriate by the faculty member. Fulfilling the requirements for Peer Evaluations is the responsibility of the faculty member and not the Chair.

5. The Site Faculty Evaluation Process should be initiated during the last month of the Spring Semester. Faculty members in their third year at Mercer or going up for Tenure and/or Promotion should ask the Site Chair to arrange for a meeting of the Site Faculty Evaluation Committee. The Site Chair shall not serve on this committee. Once convened, the members shall elect a chair of the Site Faculty Evaluation Committee. Please refer to the Site Faculty Evaluation Process section of the Tenure, Promotion and Annual Review Process document for further details.

**Chair's Evaluation of Faculty
Tift College of Education**

"The Transforming Practitioner"

Cover Page

Date: _____

Faculty Member: _____ **Evaluation Stage:** _____

Faculty Member Signature: _____

Chair: _____

Chair Signature: _____

Note: Evaluation Stage = years of service at Mercer University + years of credit granted (if applicable) documented in letter of appointment

Cc: Faculty Member
Chair
Dean

Faculty Evaluation Criteria Tift College of Education

"The Transforming Practitioner"

I. Excellence in Teaching:

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Excellence in teaching is determined by the quality of instruction and attention given to students as individuals. Because teaching in its various forms constitutes a central function of the University, our accountability to those who chose to study with us and to those who support us is that we encourage and reward excellence in teaching. Tift College of Education distinguishes between routine classroom performance and contributions to teaching that draw upon the teacher's breadth and depth of scholarship.

CATEGORY	DESCRIPTORS	INDICATORS <i>(Indicators may include but are not limited to the following.)</i>
A. Demonstrates a thorough and in-depth understanding of the content one teaches and exhibits intellectual vitality.	<ol style="list-style-type: none"> 1. Is current and has a comprehensive understanding of the appropriate subject matter. 2. Demonstrates an understanding of the teaching/learning process as it specifically relates to one's content area(s). 3. Develops course activities that reflect scope and depth of knowledge. 	Syllabi Course evaluations (student, chair, peer) Presentation Publications Membership in professional organizations Attendance at national, regional, and/or state conferences Auditing/taking a course Research in field Professional Development Plan Yearly Summary Report Other

<p>B. Reflects Tift College of Education's Conceptual Framework through choice and implementation of appropriate pedagogy, technology, and multiple assessment methods.</p>	<p>Employs a variety of instructional strategies Applies high academic standards Utilizes appropriate technology Engages in feedback, reflection, research, and collaboration to enhance teaching</p>	<p>Syllabi Course activities/projects Course evaluations (student, chair, peer) End-of-course papers, projects, case studies, etc. Professional Development Plan Yearly Summary Report Other</p>
<p>C. Demonstrates the ability to modify instruction to enhance the learning of a diverse population of students and those with special needs.</p>	<p>Adapts instruction to meet the special needs of students Demonstrates awareness of cultural diversity Embraces diversity within the university classroom Maintains a respectful and caring attitude</p>	<p>Syllabi Course activities/projects Course evaluations (student, chair, peer) Professional Development Plan Yearly Summary Report School-based activities demonstrating ability to meet the needs of exceptional and diverse learner Other</p>

Supporting Narrative:

“Excellence in Teaching” Rating: (circle one)

- Advanced**
- Target**
- Developing**
- No Evidence**

Comments:

II. Scholarship:

To Know the foundations of the education profession, content bases for curricula, and characteristics of learners.

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

CATEGORY	DESCRIPTORS	INDICATORS <i>(Indicators may include but are not limited to the following)</i>
A. Demonstrates knowledge of the history and development of one's area(s) of expertise and one's teaching assignments.	<ol style="list-style-type: none">1. Attends professional conferences, seminars, workshops, and/or professional development programs.2. Participates in state, regional, and/or national professional development opportunities.3. Engages in public sharing of knowledge at local, state, regional and/or national/international conferences4. Collaborates with colleagues and other professionals	<ul style="list-style-type: none">• An earned doctoral degree from an accredited institution of higher education in an appropriate academic discipline• Participation in professional seminars and conferences• Paper presentations• Panel discussant or reviewer• Session chairperson• Symposium organizer

<p>B. Demonstrates an evolving current knowledge base of the subject matter one teaches</p>	<p>Attends professional conferences, seminars, workshops, and/or professional development programs Maintains active membership in professional and learned societies Participates in state, regional and/or national professional development opportunities Engages in public sharing of knowledge at local, state, regional, and/or national/international conferences Collaborates with colleagues and other professionals</p>	<ul style="list-style-type: none"> • Conference coordinator • Professional certification and formal courses • Textbook and article reviews • Refereed journal articles; editor/board member • Consultation and/or collaboration (compensated and uncompensated) • Publications in non-refereed journals, magazines, or newspapers • Publications of books, book chapters, monographs, technical reports, and/or proceedings • Research proposals, grants (funded and/or non-funded), and contracts • Professional Development Plan • Yearly Summary Report • Other
<p>C. Contributes new knowledge to the evolving knowledge base of one's area(s) of expertise</p>	<ol style="list-style-type: none"> 1. Engages in public sharing of research and scholarship through presentations 2. Participates in school and community-based workshops 3. Participates in research endeavors 4. Publishes at local, state, regional, and/or national/international levels 	

Supporting Narrative:

“Scholarship” Rating: (circle one)

- Advanced**
- Target**
- Developing**

No Evidence

Comments:

III. Service:
To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, college, university, community and global environment.

Service to the University and community must be performed with effectiveness. Faculty members should model understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness. Additionally, faculty members are expected to model positive and effective interpersonal skills while interacting with learners, parents, other educators, and members of the community. Tift College of Education distinguishes between routine performance and service and that which exemplifies significant contributions.

CATEGORY	DESCRIPTORS	INDICATORS <i>(Indicators may include but are not limited to the following)</i>
A. Provides service to the College and University in ways that are consistent with the Conceptual Framework of Tift College of Education	Actively involved with committees/ sanctioned organizations at the university or college level Actively involved with student advisement and recruiting Participates in special assignments Engages in program design	<ul style="list-style-type: none"> • Correspondence • Programs • Minutes • Reports • Media releases • Curriculum materials • PowerPoint presentations • Photographs • Professional Development Plan • Yearly Summary Report • Other
B. Actively involved with the professional world of practice in P-12 schools, professional organizations, advocacy groups, and/or parent organizations.	<ol style="list-style-type: none"> 1. Works with schools/agencies as in programs for students such as student fairs, Special Olympics, camps, contests, etc. 2. Works with schools/agencies/industries in programs for certified and non-certified personnel such as retreats, conferences, workshops, in-service, etc. 3. Works with schools/agencies in curriculum development 4. Works with a school/agency in evaluation and accreditation issues 	

C. Provides education-related services and leadership at the local, state, national, or international levels.	<ol style="list-style-type: none"> 1. Serves in leadership capacity as officer/ board member 2. Participates in civic organizations 3. Represents Tift College of Education in the community and in P-12 schools 4. Maintains involvement with civic organizations 	
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Supporting Narrative:

“Service” Rating: (circle one)

- Advanced
- Target
- Developing
- No Evidence

Comments:

IV. Disposition:

Characteristics of disposition include one’s willingness to serve as a team player, a positive attitude, collegiality, respect for a diverse group of others, and a joyful passion for teaching.

CATEGORY	DESCRIPTORS	INDICATORS <i>(Indicators may include but are not limited to the following.)</i>
A. Actively contributes to a supportive academic environment through positive interactions with peers, students and other professionals.	<ol style="list-style-type: none"> 1. Demonstrates enthusiasm for the discipline one teaches 2. Builds and maintains collegial relationships with others 3. Participates in collegial activities designed to make the university a productive learning environment 	<ul style="list-style-type: none"> • Correspondence • Collaborative projects • Student evaluations • Peer evaluations • Minutes • Reports • Curriculum materials • Professional Development Plan • Yearly Summary Report • Other
B. Continually reflects upon the effects of one’s choices and actions on others.	<ol style="list-style-type: none"> 1. Is committed to reflection, assessment, and learning as an ongoing process 2. Gives and receives constructive feedback 3. Engages in and supports appropriate professional practices for self and colleagues 4. Is committed to being a team player and actively sharing a role in ongoing professional activities 5. Tolerates and respects diverse opinions 	
C. Fosters relationships with colleagues, students and the community to support others’ learning and well-being.	<ol style="list-style-type: none"> 1. Values and appreciates the importance of all aspects of others’ experiences 2. Draws upon colleagues as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback 3. Respects the privacy of others and the confidentiality of information 4. Consults with others to improve the overall academic environment 	

Supporting Narrative:

“Disposition” Rating: (circle one)

- Advanced
- Target
- Developing
- No Evidence

Comments:

Chair's Evaluation Summary Sheet
Attachment to the Full Chair's Evaluation of Faculty Form

Tift College of Education
"The Transforming Practitioner"

Date: _____

Faculty Member: _____

Chair:

Excellence in Teaching Rating: _____

Scholarship Rating: _____

Service Rating: _____

Disposition Rating: _____

Faculty members may wish to attach a narrative responding to this evaluation.

Faculty Evaluation Matrix

Tift College of Education

Evaluation Stage															
Evaluation Source	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	I	I	I	I	I	APPLY FOR TENURE & ASSOCIATE SUBMIT PORTFOLIO	I	I	I	I	I	I	I	I	APPLY FOR FULL SUBMIT PORTFOLIO
		II	II	II	II		II	II	II	II	II	II	II	II	II
	III	III	III	III	III		III		III		III		III		
	IV	IV	IV		IV					IV				IV	
	V	V	V	V	V		V	V	V	V	V	V	V	V	V
			VI												
			VII		VII*									VII*	

Entry point is based on rank and credit awarded (if applicable) upon appointment. The evaluation stage does not necessarily equal the number of service years at Mercer University.

Evaluation Source Code:

- I --Professional Development Plan
- II --Self-Assessment Summary
- III --Review of Professional Development Plan, Self-Assessment Summary and Evaluation with Chair
- IV --Peer Evaluation
- V --Student Evaluations – every course for every professor
- VI --Chair Observation and Review (at the Chair’s discretion or at the faculty member’s invitation, except for year 3)
- VII --Site Faculty Review (during the third year)

*Or when applying for tenure or promotion. Faculty members usually apply for promotion to Full Professor during their 8th year as tenured Associate Professor; however, in cases of exceptional performance faculty members may apply during their 6th or 7th year as tenured Associate Professor.

Beyond 14 years:

- Every year I, II
- Every 3 years III or at discretion of the faculty member and/or Chair

**Mercer University
Tift College of Education
Faculty Evaluation Summary
Chart**

Site: Atlanta
Macon/Eastman
Douglas/Henry

Chair _____

FACULTY NAME	RANK	YEAR OF SERVICE	I. PDP	II. SELF-ASSESSMENT	III. CHAIR	IV. PEER REVIEW	V. STUDENT/COURSE EVALUATION	1	2	VI. CHAIR OBSERVATION
Doe, John	Assistant	2								
Feng, Jay	Associate	8								
Stramiello, Al	Full	20								

Professional Development plan
Tift College of Education
“The Transforming Practitioner”

Guidelines: The Professional Development Plan serves as a guide for one’s professional growth and responsibilities within the Tift College of Education. The paramount purpose of the document is to help the individual faculty member plan his/her course of action towards becoming a Transforming Practitioner. This plan should be developed and submitted to the individual faculty member’s chair by September 15th. The Chair will then peruse the document followed by a conference with the faculty member (based upon the Faculty Evaluation Matrix Timetable).

Note: Faculty members are encouraged to design their Professional Development Plan in a manner that best suits their interests and talents. One does not necessarily have to have goals in all four categories of the document.

I. Excellence in Teaching

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Outcomes for the Year	Plan of Action	Resources Needed	Time Frame

II. Scholarship

To Know the foundation of the education profession, content bases for curricula, and characteristics of learners.

Outcomes for the Year	Plan of Action	Resources Needed	Time Frame

III. Service

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, university, community, and global environment.

Outcomes for the Year	Plan of Action	Resources Needed	Time Frame

IV. Disposition

Characteristics of disposition include one's willingness to serve as a team player, a positive attitude, collegiality, respect for a diverse group of others, and a joyful passion for teaching.

Outcomes for the Year	Plan of Action	Resources Needed	Time Frame

Professional Self-Assessment Summary

Tift College of Education

“The Transforming Practitioner”

The purpose of the *Professional Self-Assessment Summary* is to assist the faculty member in his/her development as a Transforming Practitioner. Reflection upon one’s *Professional Development Plan* and the extent to which the stated outcomes have been attained will help the faculty member plan his/her course of action for the upcoming year. Self-assessment and introspection serve as important tools in the journey toward excellence in teaching, scholarship, and service.

The *Professional Self-Assessment Summary* should address the three major categories of the previous year’s *Professional Development Plan*: Excellence in Teaching, Scholarship, Service, and Disposition. Consideration should be given to highlighting how the outcomes were fulfilled. If you changed any of the outcomes, please describe the modifications. Most importantly, the faculty member should use the *Professional Self-Assessment Summary* as a starting point for the development of the next year’s *Professional Development Plan*.

First year faculty members are not expected to submit the *Professional Self-Assessment Summary*. However, new Mercer University faculty members with immediate prior university teaching experience will submit the *Professional Self-Assessment Summary* in September of their first year. Beginning with the second year, all faculty members will complete a self-assessment every year. The *Professional Self-Assessment Summary* will be submitted to the chairs by September 15th of each year.

This summary should be no longer than one typed page.

Evaluation of Excellence in Teaching
Tift College of Education

“The Transforming Practitioner”

Instructor _____

Date _____

Course _____

Evaluation Source Codes IV, V, VI

This instrument for use by Chairs, Students, Peers

Instructions: Please consider each criterion carefully before responding. Then rate the item. You are encouraged to provide details in the “Comments” section.

Criteria	Always	Most of the Time	Some of the Time	Never	N/A	Comments
Understanding						
1. The instructor demonstrates strong content knowledge.						
2. The instructor provides opportunities for students to transform in ways that enable them to apply their learning to life meaningfully, responsibly, and with character and integrity.						
3. The instructor shares course expectations, including the rationale for assignments, and evaluation criteria at the beginning of the course.						
4. The instructor provides timely feedback on the students’ progress throughout the course.						
Practicing						
5. The instructor creates a supportive learning environment.						
6. The instructor uses a variety of methods of assessment and evaluation for the purpose of monitoring students’ progress and planning appropriate lessons that reflect theories of learning.						
7. The instructor demonstrates enthusiasm for the discipline being taught.						
Reflecting						
8. The instructor models reflective thinking/teaching and uses information learned to improve the teaching and learning process.						

9. The instructor uses reflective knowledge to meet the individual needs of learners.						
Engagement 10. The instructor engages students in the learning process.						
11. The instructor provides guidance to students as they construct their own knowledge and develop a sense of ownership of learning.						
12. The instructor promotes the processes of critical thinking, problem solving, inquiry and development of character.						
13. The instructor designs a learning environment in which students' beliefs are exchanged, discussed, deliberated and respected.						
Collaboration 14. The instructor demonstrates collaboration within and outside the classroom setting.						
15. The instructor builds relationships with faculty, students, and professionals in the community.						
16. The instructor promotes collaboration between and among individuals.						
Diversity 17. The instructor is responsive to the diversities and needs of students.						
18. The instructor selects appropriate experiences that create an environment for success and understanding of others.						
19. The instructor models teaching strategies that meet the diverse needs of all students.						
20. The instructor models professional and ethical behavior.						

Additional comments:

Peer Evaluation

Tift College of Education

“The Transforming Practitioner”

Peer evaluation is item number IV on the Faculty Evaluation Matrix. A peer evaluation should occur during years 1,2,3,5,10, and 13. The faculty member will invite a colleague to observe in a particular class. The faculty member and the peer observer may discuss the observation before and after the visit to the class. The faculty member may suggest special areas for the colleague to observe in addition to items on the Evaluation of Excellence in Teaching form. Examples might include a special presentation by the faculty member or a student or small group, student participation and interaction, and/or any other teaching-learning experience during that observation time.

The faculty member may choose to include this Peer Evaluation in his/her portfolio. The underlying principle in this evaluation item, as in the Review Process as a whole process, is the nurture, support, and development of each faculty member. It is important to remember that this process is designed to encourage the development and use, in increasingly competent ways over the years, of all the gifts and talents of all the faculty and in so doing, create a vibrant, caring, and productive community.

Please note: It is the individual faculty member’s responsibility to initiate and arrange for his/her Peer Evaluations.

Site Faculty Evaluation Process **Tift College of Education**

“The Transforming Practitioner”

The purpose of the Site Faculty Evaluation Process is to allow one’s colleagues the opportunity to provide constructive input regarding one’s progress towards becoming a Transforming Practitioner. This activity is viewed as a professional development opportunity for all involved, including tenure track faculty members who are not yet tenured. This activity is viewed as a mutually beneficial process for all parties involved in the process.

Faculty members shall be reviewed by their respective Site Faculty Evaluation Committee at the following critical points:

- a. During their third year of faculty/administrative status.
- b. When applying for tenure and/or promotion to associate level.
- c. When applying for promotion to Full Professor.
- d. As requested by a faculty member.

A faculty member meeting one of the above conditions shall contact his/her Site Chair to request that a meeting of the Site Faculty Evaluation Committee be convened. This committee of the whole will be comprised of all full-time teaching, tenure track faculty from his/her site and other tenure track faculty members as invited by the candidate. The Site Chair shall not serve on this committee. Once convened, the members shall elect a chair of the Site Faculty Evaluation Committee.

During the actual meeting, the members of the Site Faculty Evaluation Committee shall review the candidate’s Professional Development Plans, Self-Assessments, Excellence in Teaching Evaluation forms, curriculum vita and other materials related to tenure and/or promotion. The faculty member should not submit his/her actual Tenure and/or Promotion Portfolio.

The committee members will then peruse and discuss the candidate’s performance and contributions in respect to the TCOE’s evaluation guidelines for promotion and tenure (see Evaluation Source Code VI: “Chair’s Evaluation of Faculty”).

Upon conclusion of the meeting, the Chair of the Site Faculty Evaluation Committee will prepare a letter that provides a summary of the discussion with an emphasis upon the candidate’s strengths, including areas that need expansion or clarification, and, if appropriate, areas of need. The letter should include specific recommendations that would help the faculty member address any of the needs that were identified by the committee. This letter will be delivered to the Site Chair and a copy sent to the candidate. The faculty member, Site Chair, and Chair of the Site Faculty Evaluation Committee may wish to meet together to discuss the suggestions of the Site Faculty Evaluation Committee.

It is important to recognize the value of this process. Through supportive collaboration, faculty members of the Tift College of Education have the opportunity to share in one’s successes as our colleagues pursue their goal of becoming a Transforming Practitioner.

The Site Faculty Evaluation Process may be conducted anytime during the academic year that the candidate chooses. However, for those faculty members falling within categories “b” and “c” of the second paragraph of this document, the process must be completed by the end of the Spring Semester prior to their actual application for tenure and/or promotion.