

## **MISSION STATEMENT**

Consistent with the mission of Mercer University, the College of Continuing and Professional Studies 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 the other academic units by offering general education and elective courses at the Regional Academic Centers and on the Macon and Atlanta campuses.

## **I. ORGANIZATION AND ADMINISTRATION**

### **1.01 Organization of the College**

The College of Continuing and Professional Studies was established in January 2003. It offers undergraduate degrees in Criminal Justice, Human Services, Information Systems, Liberal Studies and Organization Leadership and a masters degree in Community Counseling. Undergraduate degrees are offered at the four Regional Academic Centers in Douglas County, Eastman, Henry County and on the Macon campus. The graduate programs are on the Atlanta campus.

### **1.02 Administrative Organization of the College**

The College of Continuing and Professional Studies is composed of Academic Departments headed by Chairs, a Dean, Associate or Assistant Dean(s), Administrator(s) and support personnel.

#### **1.02.1 Academic Administration**

The College of Continuing and Professional Studies is organized into academic programs as established by the Board of Trustees. Each department has a chair who is responsible for the administration of that unit. Programs within departments may be headed by coordinators. The Dean, as principal academic officer of the College, is responsible for coordinating the administration of the departments, academic programs and other activities.

#### **1.02.2 Administrative Staff**

The Administrative Staff of the College consists of an Associate or Assistant Dean(s). Support staff includes an Administrative Assistant and Secretaries.

#### **1.02.3 Dean of the College of Continuing and Professional Studies**

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; approves and monitors budgets submitted by departments, develops recommendations for the College operating budget; represents the College at various University organizations and in the community; promotes the well-being of students; promotes the effectiveness of academic and institutional support services. Additional responsibilities can be found in the *University Faculty Handbook*.

#### **1.02.4 Assistant or Associate Deans**

The Assistant or Associate Dean assists the Dean in carrying out the academic programs of the College. Responsibilities include coordinating course scheduling; working on registration; updating and editing the *Bulletin* website and other publications; updating various manuals, including faculty, adjunct faculty and advising handbooks; coordinating the student handbook; handling various student issues, including grade appeals; working closely with department chairs; serving ex-officio on standing committees; coordinating advising efforts; and representing the Dean and the College on various task forces and University committees.

#### **1.02.5 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 overall leadership of the department, including management of day-to-day operations and long-range planning. Responsibilities include oversight of assessment within the department; developing and maintaining policies and procedures; conducting departmental meetings; recommending budgetary needs to the Dean and monitoring the departmental budget; coordinating faculty searches, recommending faculty for promotion and/or tenure and implementing faculty evaluation process; coordinating scheduling for program and course offerings, including assigning teaching responsibilities; assigning advising responsibilities; overseeing approval and evaluation of adjunct faculty members.

#### **1.02.6 Program Coordinators**

Responsibilities of the Program Coordinator include: overseeing assigned academic program at all delivery sites; developing and continually revising program-related strategic plans; working with the chair to ensure annual assessment of the program, conducting an annual review of the program; recommending to the Chair program curricular modifications; working with the Chair to determine the appropriate yearly course scheduling; assisting the Chair in approving and securing adjunct instructors for use in the program and in the orientation, mentoring and evaluation of adjuncts; recommending needed instructional resources and assisting the Chair of the department.

#### **1.02.7 Faculty**

It is the intent of the College of Continuing and Professional Studies to provide its students a highly effective, professionally active, diverse faculty. Faculty constitute the essence of program offerings by the College of Continuing and Professional Studies and Mercer University and enable the College to carry out its mission. The College of Continuing and Professional Studies seeks to hire and retain outstanding faculty members who provide effective facilitation of learning, provide appropriate and timely academic advising, are involved in continuous professional development, contribute to their respective academic

fields of study through scholarly endeavors, contribute to the University and to the community through service, enhance the mission and operation of the College through committee work, and assist in the selection, orientation, mentoring and evaluation of adjunct faculty.

For responsibilities and expectations of faculty, see section II.

### **1.02.8 Adjunct Instructors**

Because of the flexible nature of the College of Continuing and Professional Studies, its extensive offerings and multiple delivery sites, adjunct faculty members are used to provide a range of instruction to students. Departments, coordinated by the Chair, have the responsibility to recruit, select, meet with, monitor and evaluate each adjunct faculty member who is assigned to classes.

The College Adjunct Credentialing Committee initially screen individuals who apply to become adjunct faculty. This first step primarily screens for minimal requirements. It is incumbent upon the Chair and the department faculty to carefully screen the applicant to ascertain whether he or she possesses the educational background, expertise and effective teaching ability for the course(s) to be taught. *The Adjunct Faculty Handbook* further defines and delineates policies and procedures related to the selection, use, monitoring and evaluation of adjunct faculty.

## **II. RESPONSIBILITIES AND EXPECTATIONS OF FACULTY**

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

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

**2.03 Professional Development:** Each faculty member is expected to develop a Personal Professional Development Plan (PPDP) and to maintain a continuous program of contributions to their content area, teaching effectiveness and personal/professional growth.

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

**2.05 Committee Work:** After the first year of full-time employment, each faculty member will serve on at least 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 Ad Hoc Committee. Attendance and participation are expected.

**2.06 Registration:** Course registration occurs at various times throughout the year. All faculty members will be available to provide adequate advising during those times.

**2.07 Working with Adjuncts:** Because of the number of adjunct faculty teaching for the College, each faculty member is expected to work with adjunct instructors. 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 a course syllabus; meeting with the adjunct to discuss content, requirements, pedagogy and all other issues pertinent to the courses and being available to adjunct faculty for advice, questions and other matters.

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

Definitions, expectations and guidelines related to “Professional Ethics” and to “Academic Freedom” are found in the *University Faculty Handbook*.

### **III. POLICIES RELATED TO FACULTY DEVELOPMENT, TENURE AND PROMOTION**

#### **3.01 Faculty Workload Policies**

##### **3.01.1 Letters of Agreement**

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

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

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

### **3.01.2 Office Hours:**

Faculty are expected to be available to students in their courses and to advisees. Each term they will publicize the methods through which students can contact them (e.g., voicemail, email, office hours) and will provide this information to the Department Chair, Dean and Center Coordinator.

### **3.01.3 Work Loads and Course Loads**

The workload of a faculty member encompasses all responsibilities listed in Section II. Additional responsibilities may be assigned with adjustments in salary or workload, accordingly.

Course (teaching) load is the major component of the broader work load. Based on one course being equivalent to three semester hours, the College of Continuing and Professional Studies uses the following guidelines for determining annual course loads:

Undergraduate only:	21 semester hours (7 courses)
Undergraduate/Graduate:	21 semester hours (7 courses with 1-3 graduate)
	18 semester hours (6 courses with 4 or more graduate)
Graduate only:	18 semester hours (6 courses)

In the Department of Counseling and Human Sciences, supervision of 66 internship credit hours is also equal to one three-credit semester course.

### **3.01.4 Overloads**

Overloads exist during the regular academic year only when there is a programmatic need and the number of courses exceeds the total course load of the faculty with expertise to teach the courses. The annual contract stipulates a full teaching load (or its equivalent) that is considered the maximum load appropriate for the instructor to handle along with carrying out professional development and other responsibilities. Therefore, overloads are considered to be an encroachment on the time required for meeting responsibilities, such as teaching, advising, professional development, scholarship and service.

While it is desirable that overloads not exist, if required by the program and approved by the Chair, a maximum of two overloads (6 semester hours) a year may be taught by an individual faculty member. Because of course cancellations, overload for faculty is determined after an individual's full teaching load for the academic year has been met.

### **3.01.5 Summer School**

The College of Continuing and Professional Studies provides course work at all sites during the summer. When appropriate courses are available, a faculty member may choose to teach a maximum of two summer school courses. This maximum includes courses for other departments and other Schools/Colleges at Mercer University. Summer school pay is a standard rate per course based on the rank of the instructor and on the budget.

### **3.01.6 Conflict of Interest Policy**

As a statement of assumptions about professional responsibility for faculty and staff, the conflict of interest policy presumes compliance with all University policies regarding personnel matters, professional responsibility and management of grants from outside sources.

Questions regarding conflict of interest that may be beyond the scope of this general guidelines should be addressed and resolved in consultation with the Dean of the College of Continuing and Professional Studies and such other appropriate University officers as the specific concern may warrant.

#### **3.01.6.1 Full-time Faculty**

Teaching and carrying out the other stated duties in the College of Continuing and Professional Studies are expected to be the primary professional activities of full-time faculty members. The University recognizes, however, that external professional work of various kinds is a proper and common feature of academic employment, contributing both to the professional development of the individual and to the pursuit of the University's mission. Within the framework of this recognition, the following guidelines are embraced:

- a. Any outside compensated professional service or other external employment shall be assumed only after consultation with one's Department Chair and with the approval of the Dean.
- b. In no case shall external professional activity conflict with one's normal class schedule assignment or with the College or Department responsibilities.
- c. In no case shall external professional activity represent or result in any conflict of interest within an individual's professional commitment to the University.
- d. A faculty member who is invited and elects to teach a course for another academic unit within the University shall consider such teaching as guided by the normal teaching load/overload policy of the College of Continuing and Professional Studies.
- e. A faculty member who is invited to teach as an adjunct faculty member for another institution should consult with the Department Chair and gain approval of the Dean. If approved, this teaching will also be guided by the normal teaching load/overload policy of the College of Continuing and Professional Studies.
- f. Each faculty member will report the nature and extent of outside compensated service in an annual report to the Dean.
- g. Faculty members naturally identify themselves professionally in terms of their institutional affiliation. Care should be exercised to ensure that external professional involvements do not imply University sponsorship or sanction. The College of Continuing and Professional Studies and the University assume no responsibility for a faculty member's external professional work.
- h. University resources may not be used for external activities without prior approval and appropriate compensation.

#### **3.01.6.2 Adjunct Faculty**

Persons who assist the College of Continuing and Professional Studies 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 serve on a contract basis for each course taught, and they are neither required nor expected to render services beyond those specified in the contract.
- b. Within the scope of their contract responsibilities, adjunct faculty are expected to comply with University and College of Continuing and Professional Studies conflict of interest policies.
- c. Adjunct faculty who wish to identify themselves in terms of their affiliation with the University shall do so in a way that accurately represents the relationship.

### **3.01.6.3 Staff**

Members of the staff of the College of Continuing and Professional Studies render unique and essential support service to the college and its mission. The following guidelines recognize and seek to protect that contribution:

- a. Staff members are expected not to engage in any external employment that conflicts with their responsibilities to the College and the University.
- b. For the sake of clarity of understanding, staff members will indicate to their appropriate supervisors the nature and extent of external employment.

### **3.01.7 Sabbaticals**

According to the *University Faculty Handbook*, a tenured faculty member is eligible to apply for a sabbatical after seven years of full time service. A sabbatical is not a right, but is considered a privilege of the University and by the College. It is a time for professional and personal renewal and growth, and the faculty member is expected to make a contribution to Mercer University, to the College and/or to the field in which the faculty member works.

Typically, to insure sufficient time for a significant sabbatical a faculty member is expected not to teach during the summer after a Spring Semester sabbatical or during the summer before a Fall Semester sabbatical. It is incumbent on the individual department and program to cover teaching and other responsibilities of the faculty member at no additional expense to the College or institution.

While general sabbatical guidelines are stated in the *University Faculty Handbook*, the following are guidelines specifically for faculty in the College of Continuing and Professional Studies:

- A. The Dean has the authority to determine the number of sabbaticals recommended in a given academic year.
- B. The number of sabbaticals in a given academic year will be determined in part by the status of the budget, the status of any accreditation or program approval process and the approval of the Chair.
- C. A faculty member who has not been granted a sabbatical will be given preference over one who has had at least one previous sabbatical.
- D. A faculty member will not be granted a sabbatical during the year immediate prior to retirement.

The procedure to be followed in the College of Continuing and Professional Studies is:

1. The faculty member submits a letter of application to the Dean by October 1.
2. The letter of application includes:

- a. Statement of intent that includes the designated time period for the sabbatical.
  - b. Purpose of the sabbatical
  - c. Expected outcomes of the sabbatical
  - d. Approval by the Department Chair as evidenced by his or her signature
3. The Dean submits his or her requests for sabbatical approvals to the Provost prior to the finalization of the budget.
  4. The Dean informs the faculty member and the Department Chair of the status of the candidate's application.
  5. The Provost makes his or her recommendations to the President prior to the Spring meeting of the Board of Trustees.
  6. The President makes his or her recommendation to the Board of Trustees at this spring meeting.
  7. Formal notification of approval is sent to the faculty member after the Board meeting.
  8. By the end of the term the faculty member provides a written report to the Dean including the following:
    - a. Specific activities in which the faculty member was engaged
    - b. Discussion of whether the purpose of the sabbatical was achieved
    - c. Discussion and documentation of the outcomes of the sabbatical and contributions to the University, College and or program field.

### **3.01.8 Attendance at Professional Meetings**

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

- A. The College of Continuing and Professional Studies will allocate a designated amount 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 should make appropriate prior arrangements which must be approved by the Department Chair.
- D. All requests for reimbursement must be approved by the Department Chair and Dean.

### **3.01.9 Travel Reimbursement**

Mercer University reimburses travel at the per mile rate established by the Federal Government. The College of Continuing and Professional Studies uses these guidelines for reimbursement:

1. A faculty member is reimbursed for travel from the site of his or her office to the site of course delivery, internship or field experience supervision, committee meetings, department meetings, faculty meeting or other approved events. For travel between centers/campuses, an established set

of mileages is provided to faculty and is used to calculate reimbursement. For travel to and between non-center/campus sites, actual mileage from one location to another is to be reported.

2. Requests for travel reimbursements must be submitted at the end of each session/semester during which mileage is accrued. To be reimbursed for work-related travel accrued during the regular academic year, a faculty member must submit his or her request(s) no later than May 30.
3. Faculty should submit requests to their Chair who will forward the requests to the Dean's office.

## **3.02 Tenure & Promotion**

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

1. Teaching
2. Professional development and scholarship
3. Service.

Fulfillment of the Faculty Professional Development and Evaluation process aids in this endeavor. For additional support, each new full time tenure-track faculty member will be assigned a mentor from within the tenured faculty who will provide guidance and assistance throughout the period of preparation for application for tenure and/or promotion.

The time line for the application process is determined by the Provost who informs the Dean. The Dean informs in writing faculty who are eligible to apply for tenure and/or promotion in a given year. Typically, the notification letter is sent in September, the portfolio and other documentation are provided to the Tenure and Promotion Committee in November, the Committees meet and make their recommendations to the Dean before the end of the fall term the Dean makes his or her recommendations to the Provost in January and the Dean meets individually with each candidate in February to discuss the recommended to the Provost. Prior to the April Board of Trustees' Meeting, the Provost forwards his or her recommendations to the President who has final authority on tenure and promotion decisions. The President provides his or her recommendations to the Board for action at the April meeting. The faculty member is informed in writing of the decision of the Board by May 15. Other information related to tenure and promotion is found in the University Faculty Handbook.

### **3.02.1 Tenure**

#### **A. Philosophy of Tenure for the College of Continuing and Professional Studies**

While the specific criteria and procedures for the tenure process are described in the tenure policy of the College of Continuing and Professional Studies, it is important to affirm as a preamble to that policy the meaning of tenure as a feature of the community's life.

The granting of tenure represents the institution's confidence in and commitment to the faculty member's ongoing and long-term contribution to the fulfillment of the mission of Mercer University. Acceptance of tenure represents the faculty member's willingness to make a primary investment of his or her vocation to the service of the University and its mission.

Tenure at Mercer University is more than a complex of contractual legalities. It represents a quality of the life of a community of higher learning that gives priority to trust, confidence, commitments and contributions

that cannot be reduced to quantified details. It is an affirmation and symbol of a person's compatibility with, participation in, and responsibility for the character of the institution. It implies both the right to have a voice and the obligation to use that voice in the nurturing of the community's character and in the pursuit of its mission.

Tenure is a feature of the academic community that draws attention and gives priority to the dynamics of the learning community more than its structural forms. Sometimes described superficially as a "lifetime contract" or a "guarantee of permanent employment," tenure is much more than that. Historically and broadly identified with the principle of academic freedom, it serves as the preserver of the integrity in the search for truth against the tendency to claim ultimacy for any of the discoveries along the way. The University that grants tenure and the faculty member who accepts it join in a mutual commitment to a partnership characterized by confidence, creativity and responsibility.

## **B. Mercer University Standards and Procedures for Granting Tenure**

Though tenure may be granted at any time by the President it is usually conferred only after completion of a probationary period. Tenure is awarded by the President upon the authority of the Board of Trustees and with the advice of the Provost and Dean of the academic unit in which the individual holds a faculty appointment. Fitness for tenure is determined through a review process involving faculty colleagues, department chairs, faculty personnel committees and academic officers who consider evidence of the candidate's contribution to the University. Guidelines for more explicit application of the University's General Tenure Policy are developed by the individual colleges and schools, subject to the approval of the President. The following represents the specific tenure criteria and guidelines for the College of Continuing and Professional Studies:

1. After notification from the Dean, faculty members applying for tenure should submit an application letter to the Chair of the Tenure and Promotion Committee. The letter should carefully address each criteria specified and demonstrate that the applicant has clearly met the criteria. All supporting material to document the criteria should be submitted with the application letter.
2. The Tenure and Promotion Committee will evaluate the application, vote and make a written recommendation to the Dean.
3. Tenure will be considered for those with the appropriate terminal degree. Consideration for promotion and tenure may occur concurrently.
4. Tenure is based on merit. Merit is determined in the aggregate with emphasis on the following criteria.

## **C. Criteria for Tenure**

1. Excellence in Teaching
  - a. Excellence in Teaching is determined by the quality of instruction and attention given to students as individuals. Because teaching in its various forms constitutes a central function of the University, our accountability to those who choose to study with us and to those who support us is that we encourage and reward excellence in teaching. The College distinguishes between routine classroom performance and contributions to teaching that draw upon the teacher's breadth and depth of scholarship. The following criteria seek to clarify what is meant by excellence in teaching in the College of Continuing and Professional Studies.
    - (1) mastery of the subject matter
    - (2) understanding the teaching/learning process
    - (3) skill in employing a variety of instructional strategies

- (4) applying high academic standards
- (5) using appropriate technology
- (6) demonstrating an awareness of cultural diversity
- (7) adapting instruction to meet the special needs of students.

b. Evaluation of Instruction

- (1) Student evaluations of instruction should include a composite analysis by course.
- (2) Peer evaluations of instruction should include both observations and critiques of instruction by two or more faculty members within the College.
- (3) The immediate supervisor's evaluation of instruction should relate to student, faculty and departmental issues and concerns.
- (4) Self-evaluation of instruction should include the following;
  - (a) How student evaluations and peer evaluations impact course planning, syllabus revisions, testing procedures, course requirements and classroom activities.
  - (b) How professional development activities are related to and have influenced instructional responsibilities.
  - (c) How the immediate supervisor's evaluation has influenced instructional responsibilities.

2. Evidence of Professional Competence and Growth

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

- 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. Participation in professional seminars and conferences, such as paper presentations, panel discussion or reviewer, session chairperson, symposium organizer or conference coordinator.
- c. Attendance at professional conferences and professional development programs.
- d. Membership in honor and professional associations, including serving as officer/board member or chair/member of a committee.
- e. Professional certification and formal course work
- f. Textbook and article reviews
- g. Refereed journal articles or as an editor or board member of a journal
- h. Publications in non-refereed journals, magazines or newspapers.
- i. Publications of books, chapters, monographs, technical reports and/or proceedings.
- j. Consulting (compensated or uncompensated)
- k. Funded research grants and contracts.

### 3. Service

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

- a. Leadership roles in the College
  - (1) Special leadership assignments
  - (2) Productivity and commitment to assignments
- b. Serving on College and University committees
  - (1) Role on committee (chair, member)
  - (2) Contributions to committee
- c. Collegiality and collaboration
- d. Student advising and recruiting
- e. Leadership as officer/board member in the community
- f. Participation in civic organizations
- g. Representation of University in the community
- h. Speaker at civic meetings

#### **D. Review and Notification**

1. Review and notification for tenure occur during the sixth year of full time appointment in the College. Tenure becomes effective at the beginning of the seventh contract year. Shorter or longer probationary periods may be established, subject to specific qualifications in the guidelines of the different colleges and schools as approved by the President (see 5 and 7 below).
2. If promotion to Associate Professor and consideration for tenure are being considered concurrently, the recommendation for promotion is contingent upon a favorable recommendation for tenure.
3. Faculty members are notified of tenure or offered a one year terminal contract no later than May 15 of the year of tenure review.
4. If promotion is awarded to a faculty member before the probationary period is completed, no promise of eventual tenure is implied.
5. Should a faculty member be granted a sabbatical leave or leave of absence, the period of such leave may count, under prior agreement with the College, as part of the probationary period. Tenure review may not occur during such leave.
6. Each faculty member with tenure is informed in writing of the terms and conditions for a continued appointment by May 15 of each year, if possible, and not later than two weeks after formal approval by the Board of Trustees.
7. Previous relevant experience shall be counted only for full time service at the rank of Assistant Professor or above, and such service may be granted at the time of appointment only by the Dean of the College of Continuing and Professional Studies.

### **3.02.2 Promotion**

#### **A. Philosophy of Promotion**

The College of Continuing and Professional Studies endeavors to have a faculty dedicated to professional excellence. Promotion in professional rank is a means of recognizing professional growth and development; promotion does not come automatically with the passage of time. Using the criteria outlined below, the Tenure and Promotions Committee will evaluate each applicant below the rank of Professor and convey to the Dean recommendations regarding promotion along with appropriate documentation.

## **B. Procedures for Promotion**

1. After notification from the Office of the Dean, faculty members applying for promotion should submit an application letter to the Chair of the Tenure and Promotions Committee. The letter should carefully address each criteria specified and demonstrate that the applicant has clearly met the **criteria**. All supporting material to document quality of teaching, professional growth and development, evidence of leadership within the College, University and community and scholarly endeavors should be submitted with the application letter.
2. The Promotion Committee will evaluate the application, vote and make a written recommendation to the Dean.

## **C. Criteria for Promotion**

1. Excellence in Teaching (All criteria in this section must be met.)
  - a. Teaching effectiveness as exhibited in:
    - (1) Mastery of the subject matter.
    - (2) Understanding the teaching/learning process
    - (3) Skill in employing a variety of instructional strategies
    - (4) Applying high academic standards.
  - b. Evaluation of Instruction
    - (1) Student evaluations of instruction should include a composite analysis by course.
    - (2) Peer evaluations of instruction should include both observations and critiques of instruction by two or more faculty members within the College.
    - (3) The immediate supervisor's evaluation of instruction should relate to student, faculty and departmental issues and concerns.
    - (4) Self-evaluation of instruction should include the following;
      - a. How student evaluations and peer evaluations impact course planning, syllabus revisions, testing procedures, course requirements and classroom activities.
      - b. How professional development activities are related to and have influenced instructional responsibilities.
      - c. How the immediate supervisor's evaluation has influenced instructional responsibilities
      - d. A portfolio of information related to one's instructional responsibilities.
2. Evidence of Professional Competence and Growth
  - 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. Participation in professional seminars and conferences, such as paper presentations, panel discussion or reviewer, session chairperson, symposium organizer or conference coordinator.
  - c. Attendance at professional conferences and professional development programs.
  - d. Membership in honor and professional associations, including serving as officer/board member or chair/member of a committee.
  - e. Professional certification and formal courses
  - f. Textbook and article reviews
  - g. Refereed journal articles or as an editor or board member of a journal
  - h. Publications in non-refereed journals, magazines or newspapers.

- i. Publications of books, chapters, monographs, technical reports and/or proceedings.
- j. Consulting (compensated or uncompensated)
- k. Funded research grants and contracts.

### 3. Service

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

- a. Leadership roles in the College
  - (1) Special leadership assignments
  - (2) Productivity and commitment to assignments
- b. Serving on College and University committees
  - (1) Role on committee (chair, member)
  - (2) Contributions to committee
- c. Collegiality and collaboration
- d. Student advising and recruiting
- e. Leadership as officer/board member in the community
- f. Participation in civic organizations
- g. Representation of University in the community
- h. Speaker at civic meetings

### D. Time in Rank

1. Time thresholds for promotion are based on merit, time in rank and an appropriate terminal degree from a regional accreditation agency, such as SACS. Time in rank alone does not guarantee promotion.
  - a. Promotion from Instructor to Assistant Professor: If a person holding an earned doctorate is hired at the rank of Instructor, promotion will be considered during the second year.
  - b. Promotion from Assistant Professor to Associate Professor: Consideration for promotion is given during the sixth year as Assistant Professor.
  - c. Promotion from Assistant Professor to Professor: Consideration for promotion is given during the eighth year as Associate Professor.
2. The Dean of the College determines the amount of previous experience granted for prior service at other institutions for all new faculty members. Previous relevant experience is considered only for full-time employment at the rank of Assistant Professor or above.

### 3.02.4 Professor *Emeritus* Status

A full-time faculty member may request recommendation for promotion to the rank of Professor *Emeritus* upon retirement. This request must be made in writing to the Dean during the year immediately preceding full retirement. The Dean will bring the recommendation to the College of Continuing and Professional Studies faculty for approval. Additional information regarding this rank is given in the *University Faculty Handbook*.

### 3.02.5 Faculty Professional Development and Evaluation Process

The College of Continuing and Professional Studies maintains an Annual Faculty Report and Self-Evaluation that provides a means for continual professional development throughout the faculty member's career with the college. [The format for this report follows this handbook.]