**Tenure, Promotion & Annual Review Handbook**

**Tift College of Education**

**Mercer University**

**Fall 2021\***

(Approved August 6, 2021)

\*Effective immediately upon faculty approval. This handbook shall apply to all new hires and those by personnel action beginning AY2021-2022. Faculty members hired before this date may continue to follow the TPR Handbook (Fall 2013) under which they were employed.

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**An Introduction to Faculty Evaluation**

**Within the**

**Tift College of Education**

***“The Transforming Educator”***

***“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 Educator—To Know, To Do, To Be.”  As an institution, the College most highly values excellence in teaching, while, at the same time asserts the importance of scholarship, service and disposition.  Thus, faculty members are evaluated in four major areas:  Excellence in Teaching, Scholarship, Service and Dispositions.  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 dispositions.

  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 educator.  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.

Tenure, Promotion, and Review Committee

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

The committee shall develop and recommend guidelines for faculty tenure, promotion, and review and for the review of the dean, associate deans, other Tift College administrators, and the full-time faculty. The guidelines shall be approved by the faculty and shall remain in effect until modified by the faculty. The TPR Committee shall accept tenure and promotion applications from eligible faculty. The TPR Committee shall deliberate and forward its written recommendations for faculty tenure and promotion to the dean of the Tift College of Education. Written recommendations shall include a detailed rationale for the Committee’s decision. The dean shall write separate recommendations. The dean shall forward both the TPR and dean recommendations to the provost. The TPR Committee shall conduct annual performance reviews of the dean, the associate deans, and other Tift College administrators using the guidelines developed by the TPR Committee and approved by the faculty.

Reviews of all faculty members’ performance will be conducted according to the faculty-approved procedures as published in the *Tenure, Promotion, and Annual Review Handbook.*

Administrator reviews shall be conducted annually by the end of the academic year**.** All faculty should evaluate the dean and the associate deans. Additionally, each faculty member should evaluate her/his chair. The reviews are anonymous and confidential. The TPR Committee shall be responsible for distributing and collecting the reviews. The provost will receive all evaluations of the dean, the dean will receive all other evaluations (of the associate deans, and chairs), and each administrator will receive copies of her/his own evaluations. Administrative staff members shall be evaluated by the leadership team.

**Tenure and/or Promotion Eligibility**

In order to apply for tenure, a candidate must complete minimum five academic years of service as a full-time faculty member whose primary responsibilities include teaching, scholarship, and service, on tenure-track at the rank of assistant professor.

In order to apply for promotion from assistant professor to associate professor, a candidate must complete a minimum of five academic years of service as a full-time faculty member whose primary responsibilities include teaching, scholarship, and service, on tenure-track at the rank of assistant professor.

In order to apply for promotion from associate professor to full professor, the candidate must complete minimum six academic years of service as a tenured, full-time faculty whose primary responsibilities include teaching, scholarship, and service at the rank of associate professor.

In the case of exceptional performance and upon recommendation of the site chair and the dean, an individual faculty member may apply for tenure and/or promotion earlier than the required minimum years of service.

The dean shall send a letter of eligibility to the individual faculty member who is eligible to apply for tenure and/or promotion by May 15.

**Tenure and/or Promotion Criteria**

**Tenure**

Tenure affirms the high quality of the faculty member's accomplishments, value to the College, and professional standing. A positive recommendation must be supported by evidence of success at meeting the TPR criteria and the expectation of sustained success and contribution.  In order to be tenured, a candidate needs to perform consistently at the level *target* or above in all respective areas of faculty assessment: Excellence in Teaching, Scholarship, Service, and Disposition, as described in the *Tenure, Promotion and Annual Review Handbook*, during the required academic years of service at the rank of assistant professor on tenure-track.

Promotion

Assistant Professor to Associate Professor

  In order to be promoted from assistant professor to associate professor, a faculty member needs to demonstrate the following:

1.     Continued excellence in teaching

2.     Ongoing productivity in scholarship

3.     Significant service to the Tift College of Education, Mercer University, the community and professional organizations

4.     Continued respect for colleagues and diverse populations

Promotion to associate professor affirms the high quality of the faculty member's accomplishments, value to the College, and professional standing. A positive recommendation must be supported by evidence of success at meeting the TPR criteria and the expectation of sustained success and contribution.  In order to be promoted from assistant professor to associate professor, a candidate must perform consistently at the level *advanced* in the area of Excellence in Teaching or Scholarship and at the level *target* or above in all other areas during the required academic years of service at the rank of assistant professor on tenure-track.

Associate Professor to Full Professor

In order to be promoted to the rank of full professor, a faculty member needs to demonstrate the following:

1.     Continued professional growth in teaching that reflects current research and practice in the field

2.     Ongoing scholarly activities and significant contributions to the profession

3.     Leadership, initiative and effort in service opportunities that contribute to the mission of Mercer University and the profession

4.     Advanced dispositions that foster relationships with colleagues, students and the community to support others’ learning and well-being

Promotion to the rank of professor provides recognition for highly valued and sustained contributions in teaching, scholarship, service, and disposition.  In order to be promoted from associate professor to full professor, a candidate must perform consistently at the level *advanced* in at least two of the four areas, one of which must be Excellence in Teaching or Scholarship, and at the level *target* or above in all other areas during the academic years of service at the rank of associate professor.

**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.

  Each faculty member will have obtained a terminal degree in an appropriate field from an accredited institution; and each faculty member will have obtained a full-time tenure track position in the Tift College of Education.

The annual review process applies to all full-time members of the faculty. The chairs shall be evaluated by the dean following the same process. The deliberations during the review process shall be kept strictly confidential.

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

1. The faculty member should begin the process of engaging in a self-assessment of his/her professional endeavors towards becoming a transforming educator.  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 educator.  The Self-Assessment and Professional Development Plan should be submitted to the respective chairs by September 15.

2.  By September 30 the chair 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 composed of an assessment of the individual descriptors under the four major categories (Excellence in Teaching, Scholarship, Service, and Disposition) and not the individual indicators.  The rating 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 of each level and the depth to which these descriptors have been met.

3. 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.

4.  Faculty members 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.

  5. External review shall occur during tenure and/or promotion reviews.

**Chair’s Evaluation of Faculty**

**Tift College of Education**

*“The Transforming Educator”*

**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:  Excellence in Teaching, Scholarship, Service, and Dispositions**

The following tables describe ratings of *developing*, *target*, and *advanced* for the categories of **Excellence in Teaching, Scholarship, Service, and Dispositions**.  A pattern of ratings of at least *target* in each category must be attained for a faculty member to be recommended for tenure. For recommendation for promotion from assistant professor to associate professor, a pattern ofratings of a*dvanced* in either Excellence in Teaching or Scholarship and *target* in all other categories is necessary.  For recommendation for promotion to professor, a pattern of ratings of *advanced* in at least two categories with one being either Excellence in Teaching or Scholarship and *target* in all other categories is necessary.

***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 marked by quality of instruction and attention given to students as individuals.  As teaching in its various forms constitutes a central function of Mercer University, our commitment to those who choose 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 curriculum and instruction that draw upon the teacher’s breadth and depth of scholarship.  In providing evidence of excellence in teaching, the Tift College faculty member (1) demonstrates thorough and in-depth understanding of the content he/she teaches and exhibits intellectual vitality; (2) reflects Tift College of Education’s Conceptual Framework through choice and implementation of pedagogy appropriate for the delivery mode and the course, technology, and multiple assessment methods; and (3) demonstrates the ability to modify instruction to enhance the learning of a diverse population of students and those with special needs.

Excellence in Teaching

|  |  |  |
| --- | --- | --- |
| Developing | Target | Advanced |
| The faculty member who performs at the d*eveloping* level:  --Produces work that is below the target level.  --Documents activities of limited quality.  --Indicates a need for improvement in the area of teaching.  Possible examples include but are not limited to:  --Shows limited evidence of effective implementation of instruction as evidenced by student course evaluations   --Demonstrates inconsistent attendance or contribution at meetings to discuss curricula/instructional program | Performance at the t*arget* level includes but is not limited to the following.  The faculty member:  --Demonstrates knowledge and maintains currency of content and research in own area(s) of expertise.  --Applies current research, theory, and best practices in developing, designing, and implementing program curriculum and courses.  --Designs and implements instruction (classes and assignments) to reflect clarity, creativity, level of the student, teaching methods, and assessment procedures.  --Demonstrates effective communication and interpersonal skills.  --Builds communities of learners through relationships with students and other faculty members within Tift College and/or other settings.  Possible examples include but are not limited to:          -- Implements effective instruction as evidenced by student feedback  -- Develops a new course and/or makes significant revisions to an existing course  -- Conducts in-service workshop(s) for teachers  -- Documents evidence of course rigor  -- Advises and mentors students including service on doctoral committees | Performance at the a*dvanced* level includes performance at the *target* level AND includes but is not limited to the following.  The faculty member:  --Engages in culturally and linguistically responsive teaching to meet diverse needs of students, and prepares graduates to be culturally and linguistically responsive in their own professional practices  --Modifies and refines instruction based on reflection on teaching practices and evaluative feedback.  --Designs, tests, and evaluates innovative teaching strategies inclusive of on-line instruction  --Demonstrates leadership in course and curriculum development, implementation, and assessment  --Mentors other faculty in the use of teaching strategies, course development, implementation, and assessment  Possible examples include but are not limited to:  --Implements exceptional instruction as evidenced by student feedback   --Chairs committee for a major revision of programmatic curriculum    --Provides extensive leadership on doctoral committees    --Offers peer evaluation of and feedback about teaching   ---Provides syllabus/course activities/requirements for course that are rigorous and grounded in current understandings in the field     --Conducts self-study and/or research/scholarship on teaching leading to significant/innovative changes in teaching practice     --Receives teaching award |

***Excellence in Teaching***

**Supporting Narrative:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Excellence in Teaching* Rating:** (circle one)

**Advanced**

**Target**

**Developing**

**Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Scholarship***

***To know one’s discipline, to keep abreast of and contribute to current research in the field.***

Scholarship’s aims include adding knowledge to the field of study and improving curriculum, instruction, and assessment.  Scholarship encompasses a spectrum of formats, which include but are not limited to formal presentations, peer-reviewed publications (print or electronic), and creative activities.  Scholarly work may include inventive approaches to solving problems in curriculum, instruction, academic content, and educational leadership, as well as unique projects.  With regard to scholarly works, quality is more important than mere quantity.  In providing evidence of scholarship, the Tift College faculty member (1) demonstrates knowledge of the history and development, and contemporary application of her/his area(s) of expertise and teaching assignments; (2) demonstrates an evolving current knowledge base of the subject matter she/he teaches; and (3) contributes new knowledge to the evolving knowledge base of his/her area(s) of expertise.

Scholarship

|  |  |  |
| --- | --- | --- |
| Developing | Target | Advanced |
| The faculty member who performs at the *developing* level:  --Produces work that is below the target level.  --Documents activities of limited quality.  --Indicates a need for improvement in the area of scholarship.  -- Attends but not presents at state, regional, or national professional conference  -- Presents but not as primary/first author at professional conference  --Provides limited evidence of  active  participation in professional development | Performance at the *target* level includes but is not limited to the following.  The faculty member:  --Participates in scholarly work as an individual or with a team.  --Presents scholarly work at regional, national, and/or international meeting(s)  -- Publishes scholarly work in peer-reviewed publication(s)  --Participates in research  --Publishes book(s)/book chapter(s)  --Creates inventive work(s) that contribute to one’s field of study  --Participates in grant proposals/grant acquisition/grant activities  --Integrates research into curriculum and course-related activities  Possible examples include but are not limited to:   -- Authors technical report(s)  -- Serves as Principal Investigator or Co-principal investigator on internal/external grant(submitted/funded)  -- Serves on doctoral committees | Performance at the *advanced* level includes performance at the *target* level AND includes but is not limited to the following.  The faculty member:  ~~--~~Presents as primary author scholarly work at regional, national, and/or international meeting(s)  --Publishes as primary author scholarly work in peer-reviewed publication(s)  --Initiates and takes primary responsibility for research projects  -- Publishes book(s)/book chapter(s)  --Edits/Co-edits books or professional journal(s)  --Creates inventive work(s) that contribute to one’s field of study  --Demonstrates leadership in grant proposals/grant acquisition/grant activities   --Mentors other faculty and students in developing and delivering presentations, designing research, creating inventive works, and/or writing research proposals, grants, and/or manuscripts.  -- Receives research award  --Serves as Principal Investigator or Co-principal investigator on external grant(funded)   --Supports doctoral student through external funds  -- Chairs doctoral committees  --Serves as invited reviewer for book, book chapter(s) or journal manuscript(s)  --Serves as invited lecture (keynote address or equivalent) or review panel member at professional conference |

***Scholarship***

**Supporting Narrative:**

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***Scholarship* Rating:** (circle one)

**Advanced**

**Target**

**Developing**

**Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Service**

|  |  |  |
| --- | --- | --- |
| Developing | Target | Advanced |
| The faculty member who performs at the *Developing* level:  --Produces work that is below the target level  --Documents activities of limited quality  --Indicates a need for improvement in the area of service  Possible examples include but are not limited to:  --Demonstrates minimal service requiring little time or effort and having minimal scope and impact (e.g. member of departmental or college committee with few responsibilities and that rarely meets)  --Demonstrates inconsistent attendance at committee, program, site, or college meetings | Performance at the *Target* level includes but is not limited to the following.  The faculty member:  --Demonstrates accessibility to students and provides appropriate advisement  --Participates on Tift College and/or Mercer University committees  --Participates in student recruitment, orientation, and/or retention efforts  --Contributes to curriculum and program design.  --Participates in professional organizations at local, state, regional, national, and/or international level(s)  --Serves on dissertation committee(s).  --Serves on faculty search committees  --Demonstrates professional involvement in activities that provide community service.  Examples of such activities include membership on community boards; in-service or continuing education offerings in P-12, higher education, or community settings; education-related projects in the community; and consultation at the individual or organizational level  Possible examples include but are not limited to:   --Serves on departmental/college committees  --Serves as reviewer for professional  conference proposals  --Demonstrates contributions to program area in program review and revision  --Belongs to local, state, regional, and/or national professional organizations, attends local meetings, and contributes to local educational efforts  --Presents invited talks and presentations to local, state, or regional professional groups  --Contributes professional expertise to the local and state educational community  --Attends state meetings of professional organizations; active in state organization or contributes substantially to state work (i.e., policy-making or professional literature) | Performance at the *Advanced* level includes performance at the *Target* level AND includes but is not limited to the following.  The faculty member:  --Demonstrates accessibility to students and provides appropriate advisement.  --Demonstrates leadership on Tift College and/or Mercer University committees and other activities.  --Expands scope and/or depth of leadership/involvement in professional organizations at the local, state, regional, national, and/or international level(s).  --Provides effective leadership as a member or chair of doctoral advisory committees that results in the completion of dissertations.  --Exemplifies professional involvement/leadership in activities that provide community service.  --Integrates service activities into curriculum/course offerings.  --Mentors other faculty in service activities.    Possible examples include but are not limited to:  --Serves as reviewer for peer-reviewed journal(s)   --Serves as advisor for a student academic organization   -- Receives service award  --Serves as officer or board member of a state or regional professional organization.  --Serves as elected or appointed chair of committee for professional organization  --Serves as section editor of a peer-reviewed journal --Serves as chair of University or College committee  -- Serves as program director, coordinator or has substantive role of responsibility within department; serves on and contributes to College or University committees; represents University at community, state /regional/national level  --In the area of one's professional expertise, contributes to the resolution of a problem at a state or local level; serves on a state policy-making and/or advisory board  --Develops new partnership opportunities with schools/districts |

***Service***

**Supporting Narrative:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Service* Rating:** (circle one)

**Advanced**

**Target**

**Developing**

**Comments:**

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***Dispositions***

To be an engaging and contributing member of a supportive academic community.

Disposition is embedded in all aspects of professional work. Through teaching, scholarship and service, faculty with positive dispositions 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.  In providing evidence of positive dispositions, the Tift College faculty member (1) actively contributes to a supportive academic environment through positive interactions with peers, students and other professionals; (2) continually reflects upon the effects of one’s choices and actions on others; and (3) fosters relationships with colleagues, students and the community to support others’ learning and well-being.

Disposition

|  |  |  |
| --- | --- | --- |
| Developing | Target | Advanced |
| The faculty member who performs at the *Developing* level:  --Demonstrates dispositions that are below the target level  --Indicates a need for improvement in dispositions | Performance at the *Target* level includes but is not limited to the following.  The faculty member:  --Demonstrates professional and ethical behavior as a member of an academic community  --Demonstrates enthusiasm for the discipline(s) one teaches  --Builds and maintains collegial relationships with others  --Participates in collegial activities  --Demonstrates reflection, assessment, and learning as ongoing processes  --Engages in and supports appropriate professional practices for self and colleagues  --Commits to being a team player at site and program levels  --Shares an active role in ongoing professional activities  --Respects diverse opinions  --Respects the privacy of others and the confidentiality of information. | Performance at the *Advanced* level includes performance at the *Target* level AND includes but is not limited to the following.  The faculty member:  --Draws upon colleagues as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback  --Contributes to the enhancement of the overall academic environment  --Values and appreciates the importance of all aspects of others’ experiences  --Engages in positive dispositions in all professional work |

***Dispositions***

**Supporting Narrative:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Dispositions* Rating:** (circle one)

**Advanced**

**Target**

**Developing**

**Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Chair’s Evaluation Summary Sheet**

**Attachment to the Full Chair’s Evaluation of Faculty Form**

**Tift College of Education**

*“The Transforming Educator”*

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Faculty Member:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                    **Chair:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Excellence in Teaching Rating:    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scholarship Rating:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Service Rating:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dispositions 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** |
| I | I | I | I | I | APPLY FOR  TENURE &  ASSOCIATE  SUBMIT  PORTFOLIO | I | I | I | I | I | I | **I**  **APPLY FOR**  **FULL**  **SUBMIT**  **PORTFOLIO** |
|  | II | II | II | II | II | II | II | II | II | II | II | II |
| III | 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 |
|  |  | VI |  |  |  |  |  |  |  |  |  |  |
|  |  | VII |  |  | VII\* |  |  |  |  |  |  | VII\*  VIII |

**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 three)

            VII       --Site Faculty Review

\*When a candidate applies for tenure and/or promotion, the tenured associate and/or full professors serving on the Site Faculty Review Committee will review the candidate’s portfolio, meet, and vote by secret ballot after August 15 and before October 1.

VIII – External Review

**Beyond Evaluation Stage 13:**

Every year I, II

            Every three years III or at discretion of the faculty member and/or chair

**Professional Development Plan**

**Tift College of Education**

***“The Transforming Educator”***

**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 educator. This plan should be developed and submitted to the individual faculty member’s chair by September 15. 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.  Dispositions**

Characteristics of dispositions 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**

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              The purpose of the *Professional Self-Assessment Summary* is to assist the faculty member in his/her development as a transforming educator. 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 four major categories of the previous year’s Professional Development Plan:  Excellence in Teaching, Scholarship, Service, and Dispositions. 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 15of each year.

**This summary should be no longer than one typed page.**

**Evaluation of Excellence in Teaching**

**Tift College of Education**

***“The Transforming Educator”***

**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 Educator”*

              Peer evaluation is item number IV on the Faculty Evaluation Matrix. A peer evaluation should occur during Evaluation Stages 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.

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

External Review

External review is item VIII on the Faculty Evaluation Matrix.  External review shall occur during tenure and/or promotion reviews.  The external review must be performed by a professional colleague who is in the same or related academic discipline as the individual faculty member, and is knowledgeable of the professional work by the individual faculty member, and is employed outside Mercer University.  It is the individual faculty member’s responsibility to initiate and arrange for his/her external review, in consultation with the chair and the dean. The candidate’s portfolio shall be submitted to the selected external reviewer for evaluation. The letter of external review shall be sent directly to the dean and also to the faculty member for inclusion in the portfolio submitted for tenure and/or promotion review.

**Site Faculty Evaluation Process**

**Tift College of Education**

*“The Transforming Educator”*

The Site Faculty Evaluation Process is a meaningful component of a faculty member’s progression toward tenure and promotion.  It is important to recognize the value of this process, which allows for collegial review of a faculty member’s performance in teaching, scholarship, service, and dispositions. Through supportive collaboration, faculty members of the Tift College of Education have the opportunity to share in their colleagues’ successes as they pursue their goal of becoming a transforming educator.

There are two types of site faculty evaluations.  The review that occurs during a faculty member’s third year of faculty/administrative status is formative and allows one’s colleagues the opportunity to provide constructive input regarding one’s progress toward becoming a transforming educator.  The review that occurs when a faculty member is applying for tenure and/or promotion allows one’s colleagues the opportunity to provide substantial input leading to a written recommendation to the site/department chair.

              Site faculty reviews take place 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.

Third Year Review (Category a)

              The third-year site faculty review is viewed as a professional development opportunity for all involved, in particular 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.

A faculty member seeking a third-year review 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, tenured and tenure-track faculty from his/her site. Administrators shall not serve on this committee. Once convened, the members shall elect a chair of the Site Faculty Evaluation Committee; this chair must be elected from the site faculty and must be tenured.

           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, course evaluations, professional dispositions documentation, curriculum vitae and other materials and letters related to teaching, scholarship, service, and dispositions.  The committee members will then review and discuss the candidate’s performance and contributions with respect to the TCOE’s evaluation guidelines for promotion and tenure (see Evaluation Source Code VI: Chair’s Evaluation of Faculty).  The candidate may request to participate in the review of the portfolio.  The candidate and all non-tenured faculty will leave the room prior to the final discussion.

              Upon conclusion of the meeting, the chair of the Site Faculty Evaluation Committee will prepare a letter that provides a summary that provides for each of the four areas a summary of the discussion of the candidate’s performance and will cite areas of strength and, if necessary, areas needing improvement and recommendations for addressing those needs.   After review and approval by the full site faculty evaluation committee, the letter shall be signed by the chair of the Site Evaluation Committee and shall include a list of all faculty members who participated in the review.  This letter will be delivered to the candidate and a copy sent to the site chair. The site chair will meet with the faculty member to address the suggestions of the Site Faculty Evaluation Committee.

b.  Tenure and/or Promotion to Associate Professor (Category b)

A faculty member applying for tenure and/or promotion to Associate Professor shall contact his/her site chair to request that a meeting of the Site Faculty Evaluation Committee be convened. The Site Faculty Evaluation Committee will be comprised of all full-time teaching, tenured faculty from his/her site. Administrators shall not serve on this committee. Once convened, the members shall elect a tenured full professor to serve as chair of the Site Faculty Evaluation Committee.

  The Site Evaluation Committee shall be composed of members as described above.  Current TPR members are excluded from serving as chair of the Site Evaluation Committee and from voting as part of the Site Evaluation Committee.  The members of the Site Evaluation Committee shall consist of all tenured associate and full professors at the faculty member’s site, with current TPR members excluded.  In the site review process, the Site Evaluation Committee meets to discuss the candidate’s performance in teaching, scholarship, service, and dispositions.  A site must have at least three eligible voting members.

In the event that a site has less than three eligible voting members, the site chair will gather input from each of the site faculty members and will include their input in the chair’s letter of recommendation to the TPR Committee.

Faculty members applying for tenure and/or promotion to associate professor must submit portfolios to the Site Evaluation Committee no later than August 15 of the sixth year.  The Site Evaluation Committee will review materials, meet and vote by secret ballot.  Upon conclusion of the meeting, the chair of the Site Faculty Evaluation Committee will prepare a letter that provides a summary of the discussion, results of the vote, and a recommendation. The letter shall be signed by the chair of the Site Evaluation Committee and shall include a list of all faculty members who participated in the vote.  The Site Evaluation Committee will forward this letter to the chair by October 1; a copy of the Site Evaluation Committee’s letter will be forwarded to the faculty member.

         After reviewing the recommendations of the Site Evaluation Committee and the faculty member’s portfolio, the site/department chair will provide a letter of recommendation to the TPR Committee with a copy to the candidate.  All materials and letters of recommendation will be forwarded to the TPR Committee Chair no later than the last business day of October at 5:00 p.m.

c.  Promotion to Full Professor (Category c)

A faculty member applying for promotion to full professor shall contact his/her site chair to request that a meeting of the Full Professor Review Committee be convened. This committee shall be comprised of all full-time teaching, tenured full professors within Tift College of Education, with minimum three eligible members required.  In the exceptional case when there are fewer than 3 tenured full professors in Tift College, the dean, in consultation with the site chair, shall invite additional tenured full professors from outside Tift College but within Mercer University to serve on the Full Professor Review Committee. Administrators shall not serve on this committee. Once convened, the members shall elect a tenured full professor to serve as chair of the Full Professor Review Committee.

              The Full Professor Review Committee shall be composed of members as described above.  Current TPR members are excluded from serving as chair of the Full Professor Review Committee and from voting as part of the Full Professor Review Committee.  The Full Professor Review Committee meets to discuss the candidate’s performance in teaching, scholarship, service, and dispositions.

  Faculty members applying for promotion to full professor must submit completed portfolios to the Full Professor Review Committee no later than August 15 of the year of application.  The Full Professor Review Committee will review materials, meet and vote by secret ballot.  Upon conclusion of the meeting, the chair of the Full Professor Review Committee will prepare a letter that provides a summary of the discussion, results of the vote, and a recommendation. The letter shall be signed by the chair of the Full Professor Review Committee and shall include a list of all faculty members who participated in the vote.  A copy of the Full Professor Review Committee recommendations will be forwarded to the faculty member.

              After reviewing the recommendations of the Full Professor Review Committee and the faculty member’s portfolio, the site/department chair will provide a letter of recommendation.  All materials and letters of recommendation will be forwarded to the TPR Committee chair no later than the last business day of October at 5:00 p.m.

**Flow Chart of the Tenure and/or Promotion Process**

Faculty member prepares a portfolio for review. Due to the Site Faculty Evaluation Committee by August 15.

Site Faculty Evaluation Committee reviews portfolio and makes a recommendation. Due to Site/Department Chair by October 1.

Faculty member receives eligibility letter from the dean.

TPR Committee reviews portfolio and letters of recommendation and makes a recommendation to the dean.

The dean reviews the portfolio and letters of recommendation and makes a recommendation.

Site/Department Chair reviews portfolio and makes a recommendation. Due to TPR Committee by last business day in October.

Portfolio Requirements

Portfolios shall be submitted electronically by following the guideline from the Office of Institutional Effectiveness.

Items to be Included in the Portfolio

The following is a list of materials that should be included in your portfolio when applying for Tenure and/or Promotion:

**Section I: Eligibility and Overview**

Cover Letter of Application

Letter of Eligibility from the Dean

Executive Summary

·       Updated CV

·       2-3-page narrative that summarizes all four areas of evaluation: Excellence in Teaching, Scholarship, Service, and Dispositions.  ***Not to exceed 3 pages total.***

**Section II:  Broad Supporting Documents**

Three letters of support (including the letter from the external reviewer)\*

Letter from the Chair

Chair’s Annual Evaluations

Professional Development Plans (current and previous)

Self-Assessments (current and previous)

Site Review Committee Report (current and previous)

**Section III: Excellence in Teaching**

**Executive Summary**

Selected Course Syllabi (current and previous)

Summary of all available course evaluations and sample course evaluations

Peer Evaluations (Updated October 2013)

Evidence/documentation of competence and growth

**Section IV: Professional Development/Scholarship**

Evidence/documentation of competence and growth

**Section V: Service to the University and Community**

Evidence/documentation of competence and growth

**Section VI: Dispositions**

Evidence/documentation of competence and growth

Supplemental Evidence

Note:  Candidates may wish to include other documentation as needed.  However, the above items are essential.

\*A faculty member applying for tenure and/or promotion may ask a member of the TPR Committee to write a letter of support.  However, during deliberation, the TPR Committee member who authored the letter must recuse himself/herself from voting.

\* Effective August 1, 2021, a candidate hired or by personnel action thereafter must submit one letter of external review by a professional colleague in his/her academic discipline and from outside Mercer University.

**Guide for Submitting a Digital Portfolio in Activity Insight**

1.   The faculty submit a digital portfolio to the site committee.

2.   The site committee reviews the portfolio, uploads a letter, and sends all materials to the chair.

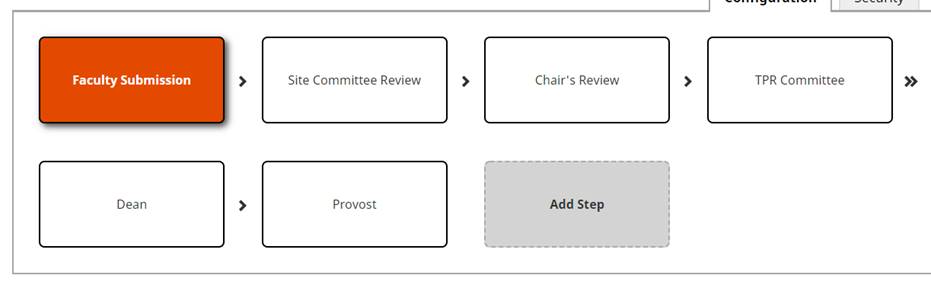
3.    The chair reviews the portfolio and letter from the site committee. The chair uploads a letter and sends all materials forward to the TPR Committee.

4.   The TPR Committee reviews the portfolio and the letters uploaded by the site committee and chair. After completing their review, the TPR Chair uploads a letter and forwards all materials to the dean.

5.   The dean reviews all submitted materials and uploads his letter and sends all materials to the provost.

6.   At this point, the digital part of the process ends. The tenure and/or promotion is communicated to the candidate outside of the system.

Note that every step in the process in only visible to the person assigned. The faculty member does not see any of the letters. The site committee sees only the faculty submission and their letter. Same for the chair and so on.



For assistance, please contact Office of Institutional Effectiveness.

**Tenure, Promotion, and Review Calendar**

**Annual Review**

The annual review process applies to all full-time members of the faculty. Full-time faculty whose primary responsibility is teaching or by personnel action shall complete annual review for each academic year of service.

September 15

Faculty submits annual Self-Assessment and Professional Development Plan (PDP) to site chair.

September 30

Site chair reviews faculty submissions of annual report/self-assessment and PDP, and completes annual reviews of faculty.

October 10

Faculty acknowledge and as necessary respond to annual reviews by site chair.

October 15

Site chair submits faculty annual reviews to dean.

**Third Year Review**

Faculty on tenure-track as assistant professor, upon completion of three years of service or by personnel action, shall complete third-year review.

March 1

Candidate requests to site chair for third-year review

March 15

Site chair convenes the Site Faculty Evaluation Committee

Chair of Site Faculty Evaluation Committee is elected

Candidate submits portfolio to Site Faculty Evaluation Committee

April 15

Site Review Committee turns over candidate’s portfolio and committee’s letter that provides a summary of the committee’s discussion to site chair.  Site Review Committee forwards a copy of its letter to the candidate.

May 1

Site chair completes review and sends a letter of third year review to the candidate.

May 15

Candidate acknowledges/responds to site chair review.

Site chair submits to the dean a letter of third year review of the candidate and a copy of Site Review Committee letter.

**Tenure and/or Promotion Review**

Faculty on tenure-track as assistant professor, upon completion of five years of service, shall apply for tenure and/or promotion to associate professor in the sixth year of service.

Tenured faculty as associate professor, upon completion of six years of service, shall apply for promotion to full professor in the seventh year of service.

May 1

Dean sends letter of eligibility to faculty eligible to apply for tenure and/or promotion

May 15

Candidate informs dean and site chair of his/her decision to apply or not to apply for tenure and/or promotion

August 15

Site chair convenes Site Faculty Evaluation Committee

Chair of Site Faculty Evaluation Committee is elected

Candidate submits portfolio to the Site Faculty Evaluation Committee

October 1

Site Review Committee turns over candidate’s portfolio and committee’s letter that provides a summary of the committee’s discussion, results of vote, and recommendation to the chair.

Site Review Committee forwards a copy of its letter to the candidate.

October 30

Site chair turns over candidate’s portfolio, committee’s letter, and letter to the College Tenure and Promotion Committee.

December 18

Tenure and Promotion Committee turns over candidate’s portfolio and letters from the Tenure and Promotion Committee, site chair and Site Evaluation Committee to the dean.

January 29

Dean turns over candidate’s portfolio and all letters to the provost.

Prior to April Board of Trustees meeting

Provost reviews the application portfolio and submits a recommendation to president.

By May 1 Dean communicates University’s decision to the faculty member.

Administrator Review Forms

Administrator reviews shall be conducted annually by the end of the academic year**.** All faculty should evaluate the dean and the associate deans. Additionally, each faculty member should evaluate her/his chair. The reviews are anonymous and confidential. The TPR Committee shall be responsible for distributing and collecting the reviews. The provost will receive all evaluations of the dean, the dean will receive all other evaluations (of the associate deans, and chairs), and each administrator will receive copies of her/his own evaluations. Administrative staff members shall be evaluated by the leadership team.

**Tift College of Education**

**Academic Year 2020-2021**

**Faculty Review of Dean**

**The review is anonymous and confidential.**

**Directions**: Please use the following scale. For each item, circle the number that best reflects your response. (NA represents *not able to evaluate*.)

1--------------------2--------------------3--------------------4--------------------5

Unsatisfactory Satisfactory Exceptional

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **I. Academic Administration and Planning** | | | | | | | |
| 1. | Contributes to the development and enhancement of the quality of the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Facilitates the development of a shared vision for the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Encourages short-term, midterm, and long-term planning. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Helps the college develop well-articulated and clear goals. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Supports all departments and programs | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Is organized and efficient. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Utilizes assessments for evaluation of programmatic effectiveness. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Promotes recognition of excellence with accrediting agencies. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Provides leadership in accomplishing the mission and goals of the college and University. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **II. Budgetary and Fiscal Management** | | | | | | | |
| 1. | Provides sound fiscal management to address the budgetary needs of all departments and programs. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Keeps faculty updated on the budget. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Negotiates with the administration as an advocate for the fiscal needs of the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Seeks appropriate input from faculty, faculty groups, and unit chairs in budget preparation. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Seeks and facilitates external funding sources for the college. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **III. Communication** | | | | | | | |
| 1. | Effectively communicates the mission and accomplishments of the college to the University. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Promotes openness within the college and seeks the thinking of others. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Effectively promotes the college and University to constituents. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Communicates in a manner that is ethical and credible. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Distributes information in a timely manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Establishes and maintains effective communications with faculty and staff. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **IV. Decision making and Problem Solving** | | | | | | | |
| 1. | Delegates appropriate responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Supports faculty in carrying out their responsibilities. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Makes sound, logical, and objective decisions. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Promotes conflict resolution strategies. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Behaves in an ethical manner. | 1 | 2 | 3 | 4 | 5 | NA |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **V. Personnel** | | | | | | | |
| 1. | Appropriately collaborates in the process of filling faculty and staff vacancies. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Ensures the hiring of highly qualified and diverse faculty and staff. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Inspires the confidence and trust of others. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Exercises good judgment in dealing with sensitive issues. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Recognizes faculty and staff accomplishments. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Deals appropriately with personnel issues. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Is committed to providing an excellent work environment. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Encourages the growth and development of each faculty member. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Promotes high faculty, staff and student morale. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **VI. Governance** | | | | | | | |
| 1. | Promotes shared governance. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Effectively utilizes standing committees and ad hoc committees in administration of the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Supports and encourages the implementation of the guiding principles of the college including its mission and conceptual framework. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VII. Overall effectiveness of Dean** | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |
| --- | --- |
| **VIII. Strengths and Suggestions for Improvements** | |
| 1. | What are the greatest strengths of this individual? |
| 2. | How can this individual increase his/her effectiveness? |

**Tift College of Education**

**Academic Year 2020-2021**

**Faculty Review of Associate Deans and Chairs**

**The review is anonymous and confidential.**

**Please circle per form for EACH administrator below:**

**Associate Deans:**

**Chairs:**

Directions: Please use the following scale. For each item, circle the number that best reflects your response. (NA represents *not able to evaluate*.)

1--------------------2--------------------3--------------------4--------------------5

Unsatisfactory Satisfactory Exceptional

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **I. Academic Administration and Planning** | | | | | | | |
| 1. | Contributes to the development and enhancement of the quality of the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Facilitates the development of a shared vision for the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Encourages short-term, midterm, and long-term planning. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Helps the college develop well-articulated and clear goals. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Supports all departments and programs | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Is organized and efficient. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Utilizes assessments for evaluation of programmatic effectiveness. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Promotes recognition of excellence with accrediting agencies. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Provides leadership in accomplishing the mission and goals of the college and University. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **II. Budgetary and Fiscal Management** | | | | | | | |
| 1. | Provides sound fiscal management to address the budgetary needs of all departments and programs. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Keeps faculty updated on the budget. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Negotiates with the administration as an advocate for the fiscal needs of the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Seeks appropriate input from faculty, faculty groups, and unit chairs in budget preparation. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Seeks and facilitates external funding sources for the college. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **III. Communication** | | | | | | | |
| 1. | Effectively communicates the mission and accomplishments of the college to the University. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Promotes openness within the college and seeks the thinking of others. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Effectively promotes the college and University to constituents. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Communicates in a manner that is ethical and credible. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Distributes information in a timely manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Establishes and maintains effective communications with faculty and staff. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **IV. Decision making and Problem Solving** | | | | | | | |
| 1. | Delegates appropriate responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Supports faculty in carrying out their responsibilities. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Makes sound, logical, and objective decisions. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Promotes conflict resolution strategies. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Behaves in an ethical manner. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **V. Personnel** | | | | | | | |
| 1. | Appropriately collaborates in the process of filling faculty and staff vacancies. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Ensures the hiring of highly qualified and diverse faculty and staff. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Inspires the confidence and trust of others. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Exercises good judgment in dealing with sensitive issues. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Recognizes faculty and staff accomplishments. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Deals appropriately with personnel issues. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Is committed to providing an excellent work environment. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Encourages the growth and development of each faculty member. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Promotes high faculty, staff and student morale. | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **VI. Governance** | | | | | | | |
| 1. | Promotes shared governance. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Effectively utilizes standing committees and ad hoc committees in administration of the college. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Supports and encourages the implementation of the guiding principles of the college including its mission and conceptual framework. | 1 | 2 | 3 | 4 | 5 | NA |
| **VII. Overall effectiveness of Administrator** | | 1 | 2 | 3 | 4 | 5 | NA |
| **VIII. Strengths and Suggestions for Improvements** | | | | | | | |
| 1. | What are the greatest strengths of this individual? | | | | | | |
| 2. | How can this individual increase his/her effectiveness? | | | | | | |