

Policy 04: Faculty Evaluation Procedures

1. The Department of Health Sciences will follow the guidelines for evaluation published in the Faculty Handbook, as well as department policies relating to evaluation. Evaluations will be based on documents presented by the faculty member and other measures, such as classroom observation and student evaluations. The faculty evaluation process includes an assessment of faculty performance in teaching, scholarship and professional qualifications, and professional service. The relative weights of the three performance areas must be considered in a faculty member's performance evaluation. Weighting will be determined by each faculty member's performance throughout the academic year. In certain instances, roles and responsibilities may dictate a performance weight in one category that far exceeds another. Performance summaries should document the reasons for the weighting determinations. Each faculty member should maintain a minimum of 5% performance in each area of evaluation, with the sum of performance areas equaling 100%.
2. Each faculty member at a rank lower than full professor will conduct student evaluations in a majority of his/her classes each semester. After reaching the rank of full professor, the faculty member will conduct student evaluations in a minimum of one class per year.

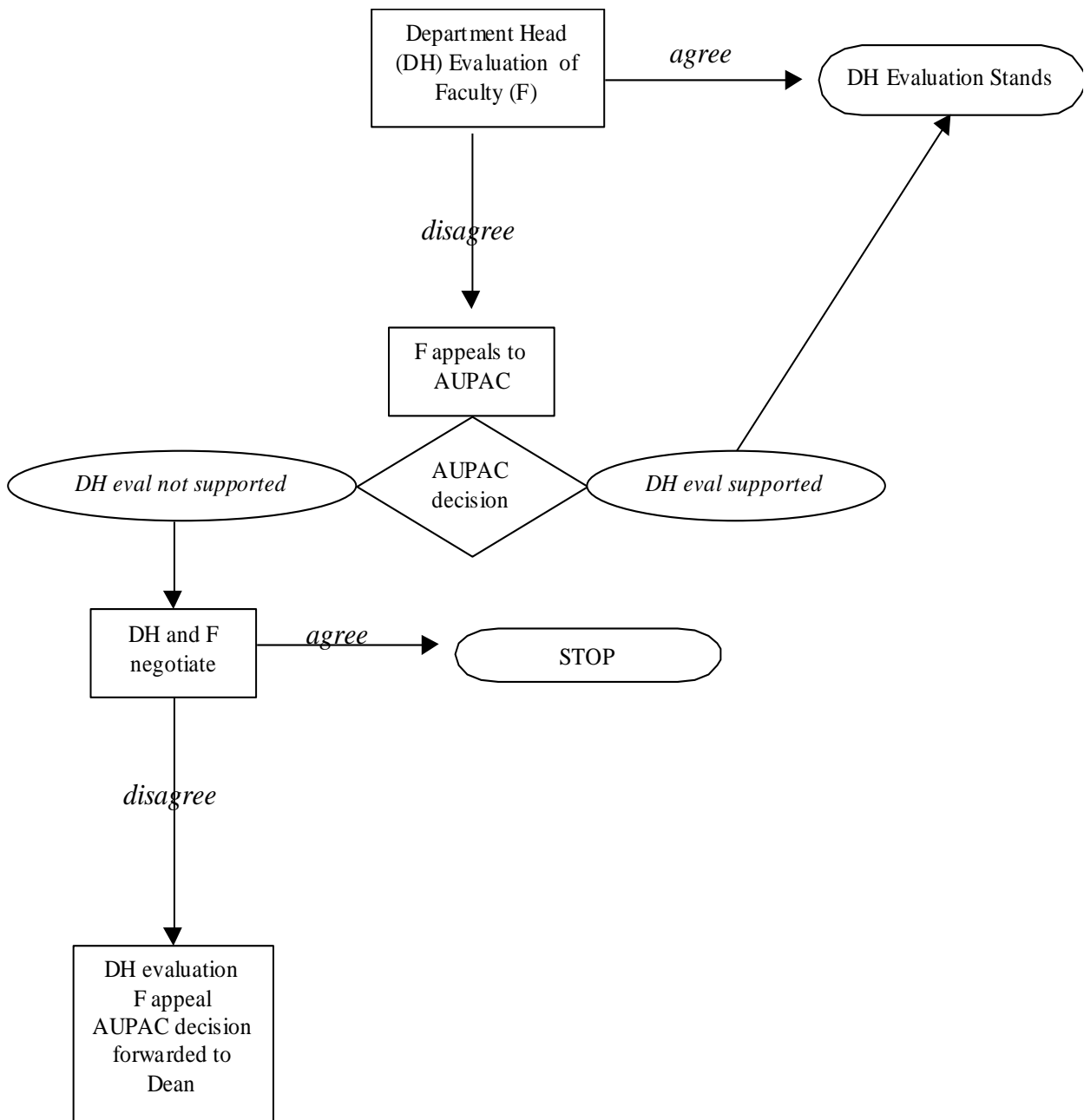
Initial evaluation

The initial evaluation will be conducted as described in the Faculty Handbook and in the Department Initial Evaluation document.

Annual evaluation

The annual evaluation will be conducted as described in the Faculty Handbook. This evaluation will consider the weighting of work areas as determined by the faculty member and department head. The annual evaluation document will be consistent with the basic evaluation tool (Faculty Performance Summary) with ratings of 1 through 5, with 5 being excellent, 3 being satisfactory, and 1 being unsatisfactory.

A faculty member may appeal the evaluation given by the department head as outlined in the Faculty Handbook. The AUPAC will hear such appeals and may request additional information from the faculty member and/or the department head as needed during the appeal process. If the AUPAC decision supports the evaluation by the department head, the evaluation stands and no further appeal is possible. If the AUPAC decision does not support the evaluation by the department head, the department head and faculty member will be notified. The faculty member and department head will have two business days to negotiate a mutually acceptable evaluation and notify AUPAC of such. If an agreement cannot be reached within that time frame, the evaluation by the department head and the AUPAC decision statement will be forwarded to the Dean. See the appeal process flow chart on the next page.



Comprehensive Evaluation

Evaluation for promotion and/or tenure will be conducted as described in the *Faculty Handbook*. The AUPAC will adhere to departmental standards in making determinations and will take into account the relative weighting of the faculty member's performance during the evaluation. The AUPAC is required to consult with additional faculty members if the composition of AUPAC does not include a representative from the major area of practice of the faculty member who is being evaluated.

Policy 05: First Year Faculty Initial Evaluation

“The initial evaluation is conducted at the beginning of a new faculty member’s second full semester at JMU. The initial evaluation becomes a matter of college record and is filed in the Dean’s office.” (*Faculty Handbook*)

The department AUH and the PAC will conduct initial reviews.

The new faculty member will complete the Faculty Performance Summary found on the Common on Data 6A drive, in the folder titled Department of Health Sciences. This summary is due on or before February 1st.

The AUH and PAC members are encouraged to observe each new faculty member in a classroom setting. This observation should be completed by the 1st week of February.

Evaluation criteria for teaching, scholarship and service are detailed in the Faculty Handbook, section III.E.2, and in the Department Merit Point system.

As indicated in the *Faculty Handbook*, all first year faculty members will participate in an initial evaluation. “This evaluation will be conducted by the AUH. “The evaluation will be conducted at the beginning of the faculty member’s second full semester of full-time employment” (*JMU Faculty Handbook*).

Please use the Policy 6 form as a template for the preparation of materials to be used in this evaluation. Submit your materials to the AUH by January 14th.

Timeline:

- Second Friday in January: Faculty members submits review materials
- Last Week of January: Faculty member and AUH meet to discuss faculty Performance
- Second Week of February: AUH evaluation letter delivered to faculty member

Policy 06: Submission Guidelines: Initial Evaluation of First Year Faculty

Teaching

Courses and Enrollments:

Course Syllabi:

Course materials (PowerPoint, course pack, etc.):

Course Development:

Teaching Strategies:

Advisee count:

Advising materials:

Theses/ Directed Research:

Student Evaluations:

Other:

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Scholarship Plans

Projects:

Presentations:

Grants:

Publications:

Books:

Consulting:

Scholarship long range plan:

Other:

Service Plans

Department:

College:

University:

Professional:

Other:

Policy 07: Faculty Anticipated Activity Plan and Faculty Merit Documents

Faculty Activity Plans

Statement of Faculty Goals

For each evaluative dimension, include (1) a review of specific goals; (2) strategies, i.e. steps you plan to take to achieve these goals; and (3) resources needed to perform said strategies.

Teaching Goals and Strategies

- Set teaching goals using university, college, and program goals and objectives as reference points.
- Include specific course improvements as well as plans for contribution to university, college and program curriculum and instruction goals.
- As much as possible, list specific strategies for implementing your goals and objectives.
- List workshops, technology needs, etc for needed strategies. Align with your travel requests if possible. List industry resources (guest speakers, field trips, etc) that can be helpful.

Intellectual Contributions Goals and Strategies

- Set personal research goals with program and College mission and resources in mind.
- Consider AACSB guidelines, which support theoretical, applied, and instructional research.
- List research goals for single and/or joint author efforts, conceptual and/or empirical work, etc.
- Set research goals indicating amount of progress to be expected for each project, e.g., completed literature search, delineation of research methods and instruments, completed data collection, completed manuscript, etc.
- As much as possible, list specific actions for implementing your goals and objectives. List conferences to attend, technology needs, etc. for meeting research goals. Align with your travel requests and other faculty development needs.

Service Goals and Strategies

- List individual professional, university, college and program service goals. Use program goals and objectives as guidelines for determining individual service goals.
- As much as possible, list specific strategies for implementing your goals and objectives.
- List workshops, technology needs, etc for needed strategies. Align with your travel requests if possible. List industry resources that can be helpful.

Please indicate a weighting for each of the three areas. A normal teaching load (12 hours per semester) should equal a weighting of 60%. Minimum weighting for any area = 10%, with total weighting = 100%. Faculty who are not tenured and fully promoted should try and balance weighting in service and scholarship.

Department of Health Sciences
Faculty Annual Activity Performance and
Annual Satisfactory Performance Documentation

Timeline: May 15 - May 14

Step 1. Submit your Faculty Anticipated Activity Plan (FAAP) for the next academic year according to the University guidelines on page 2 to the Academic Unit Head.

Step 2. In addition to the FAAP and for the next academic year, determine what activities uniquely describe Satisfactory Performance for your position. Use the criteria for Annual Satisfactory Performance (pages 3-4) to determine what activities best describe your efforts in each of the three categories evaluated. Since these activities are considered Satisfactory, no points are calculated or awarded. Weight your workload percentages for Teaching, Research/Scholarship & Service. The typical allotment for a 12 hour teaching load is Teaching (70%), Research/Scholarship (15%) and Service (15%).

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Annual Satisfactory Performance Documentation

The following tasks/accomplishments are considered to be a component of one's expectations as a faculty member in order to receive satisfactory performance level. Please note: *Not all tasks/accomplishments will be performed by every faculty member. Additionally, unique tasks for a faculty member may be performed under different categorical areas (teaching, scholarship or service) as negotiated with the department head.* These tasks/accomplishments are not considered to be meritorious, thus equal "0" points. It is expected that all faculty members will adhere to department policies. The indicated 'weight' (7015/15) should align with your tasks/accomplishments.

Teaching: (Assuming 70% weight) Please initial all that apply to you.

Academic advising of students assigned to you (i.e., undergraduate majors, minors, graduate and pre-professional students). *Fluctuations in advising assignments may adjust weighting.*

Letters of reference

Professional development related to teaching/precepting

Course upkeep – University training, current information included, and/or preceptor training conducted, supervision of clinical practice, contracts and contacts maintained, etc.

Receive course/preceptor evaluations that are generally supportive per the department head

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Scholarship (Assuming 15% weight) Please initial all that apply to you.

A satisfactory rating is obtained with any of the following:

1.

Submission of a completed research-oriented paper to a refereed journal; or,

Submission of a grant (\$5,000 or more); or,

Submission of two grants (each less than \$5,000) or,

Submission of a completed oral or poster presentation to a professional meeting appropriate for one's field. (includes Faculty Research Day)

Submission of a research-oriented paper in a refereed journal the subsequent (next) two years. (For example: Publication date: May, 2007 is Merit. Satisfactory in May, 2008. Satisfactory in May, 2009)

Funding of a grant the subsequent (next) two years. (Funded date: May, 2007 is Merit. Satisfactory in May, 2008. Satisfactory in May, 2009)

___ Submission of non-research-oriented paper in a refereed journal (e.g., book review, comment, editorial, grant final reports, etc.)

2. ___ Maintain national and state credentials as required by profession

3. ___ Professional development related to research and/or scholarship

Service (Assuming 15% weight) *Please initial beside all that apply to you.*

___ Serving as a member of one of the following:

___ Department committee, or

___ College committee, or

___ University committee

___ Membership in at least one state or national professional organization

___ Attendance at professional meetings (local, state, region, and/or national)

___ Professional development related to service (attending workshops, trainings, orientations, etc.)

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Annual Performance Documentation for Merit

Timeline: Yearlong until May 15.

Step 1. Document Merit activities

Throughout the academic year, record the activities that you consider to be meritorious using the **Annual Performance Documentation for Merit**.

Step 2. Use the **Annual Performance Documentation for Merit** to determine your total points for Teaching, Research/Scholarship and Service.

Timeline: May 15-June 15, 2007

Step 3. Submit your **Annual Performance Documentation for Merit** to Academic Unit Head.

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Annual Performance Documentation for Merit

The following tasks/accomplishments are considered to be above and beyond one's expectations as a faculty member as noted in one's contractual agreement for annual performance evaluation and/or as negotiated with the department head. *Not all tasks/accomplishments will be performed by every faculty member. Additionally, unique tasks for a faculty member may be performed under different categorical areas (teaching, scholarship or service) as negotiated with the department head. Please provide documentation or explanation for each item.*

Teaching:

Merit Points Formulas for Teaching:

1. Credit hours (Fall, Spring and Summer semesters)

- a. For undergraduate credit hours, the following formula will be used,
(Credit Hour Production – 300) x .15 = points earned

Where:

Credit hour production is calculated as number of credit hours taught x confirmed enrollment number. Ie: 100 students per class x 3 credits = 300 (.15 is used as the multiplier).

Example: Thus, you teach 4 classes, 3 credits each. You have 50 students in each class.

50 students x 3 credits=150. 150 x 4 classes = 600. Credit hour production is 600. Using the formula: (600 credit hour production -300) = 300. 300 x .15= 45 merit points.

- b. For graduate credit hours, the same formula will be used. Credit hour production is doubled.

Example 1: You teach 2 graduate classes, 3 credits each and 2 classes, 3 credits each. Your total confirmed enrollment is 20 graduate students. You have 10 students in each graduate class.

(10 students x 3 credits=30 x 2 classes= 60 x 2 for graduate course = 120. Your graduate credit hour production is 120.

In addition to the above graduate courses taught, your load includes undergraduate classes:

Example 2: You also teach 2 undergraduate classes, 3 credits each. You have 50 students in each class. 50 students x 3 credits=150. 150 x 2 classes = 300. Your undergraduate credit hour production is 300. Your total Credit hour production is 420. 120 + 300 = 420

Using the Credit Hour Production formula: $(420-300) = 120$
 $120 \times .15 = 18$

You earn 18 merit points.

_____ Points for credit hours

2. Student contact hours (Fall, Spring, and Summer semesters)

Note: This formula is optimally designed for those faculty members whose contact time with students is in excess of that designated by the number of credit hours assigned to a course (such as those who conduct laboratory courses, clinical hours, and extended summer courses). Faculty members who do not instruct such courses may find that their merit points in this category are minimal. For example, a three credit course with no additional outside contact hours would garner zero merit points, based on the formula.

Example: 3 credit course = 2.5 hours met per week x 15 weeks → 37.5 contact hours

Merit points = student contact hours - 37.5 = 37.5 - 37.5 = 0

a. For a five credit course: Student contact hours minus 62.5 equals points earned
four credit course: Student contact hours minus 50 equals points earned
three credit course: Student contact hours minus 37.5 equals points earned
two credit course: Student contact hours minus 25 equals points earned
one hour course/lab: Student contact hours minus 12.5 equals points earned

Example: A one hour credit lab that meets for two and one-half hours weekly for fifteen weeks earns 22.5 points. $(2.5 \text{ hours per week} \times 15 \text{ weeks}) - 15 = 22.5 \text{ merit points}$.
Posted class schedules are the default for measuring contact hours however extra hours can be negotiated with the academic unit head if necessary.

b. Out of class lab testing, supervision, clinic or applied work counts one point earned per hour. Keep a record.

_____ Points for contact hours

3. Course preparations

Total credit hours of different courses (as indicated by course numbers) prepared each semester. As calculated from the following formula: Credit hours x 4

_____ Points for course preparations

4. All Other Merit-based Teaching Activities

_____ 5 Points each	Individual or group directed student projects (Independent studies, Senior research projects, Honor's projects , Clinical Coordination, or Internships – HSA or HTH 389, HTH 390, HTH 490, HTH 454) (Undergraduate, Graduate) 125 points maximum.
_____ 50 Points each	Thesis or directed research projects (Graduate Chair; upon completion)
_____ 20 Points each	Thesis or directed research projects (Graduate Committee; read & attend meetings; points upon completion)
_____ 50 Points each	New course development
_____ 30 Points each	Significant modification of a class, including online conversion - specifically, significant modification would go through department/college/university Curriculum & Instruction Committees (Long form course proposal via C&I)
_____ Points	Negotiated activities with department chair

_____ **Total Teaching Merit Points**

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Scholarship:

1. *Acceptance (or publication) of a research-oriented paper in a refereed journal*

_____ **250 points** Primary author in a refereed journal; Published thesis/directed research; can be 2nd primary author with student. If primary author of two accepted publications in one year, you can 'bank' one for the following year, or

_____ **150 points** Secondary author; less time than primary author, or

Subsequent Publications:

Primary author of 3rd article in the same academic year.
Secondary author of subsequent article(s) in the same academic year.

_____ **50 points**

2. Other publications

_____ **50 points** Any other published article, essay, lay publication, newsletter at national, regional, or state. Maximum of 2,100 points.

3. Oral or poster presentation

_____ **50 points** First one, any level.

_____ **25 points** Any other, any level.

4. Grants

_____ **75 points** Funding of major grant \$5,000 or more

_____ **25 points each** Funding of up to 2 minor grants each less than \$5000

_____ **Negotiated AUH** Other research

_____ **Negotiated AUH** Textbook or book chapter or manual publication

_____ **Negotiated AUH** Receiving national and state credentials beyond those required by profession that contribute to growth or enhancement of the department/university

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___ **Negotiated AUH** Manuscript reviewer for peer reviewed journal or textbook or editorial work or grant reviewer in a scholarly manner (scholarship or service)

___ **Negotiated AUH** Other activities

___ **Total Scholarship Merit Points**

Service:

-Points for professional service are awarded based on time invested in the activity. 1 point per hour of service for university, college or department committee work. Merit points are counted after the first 20 hours.

___ **Points** Orientation Conversations with Faculty

___ **Points** Orientation Freshman Reading program

___ **Points** Guest lectures, panelist or workshop presenter for a student, university/class, or community program (include prep time)

___ **Points** Serving/chairing in any department, college or university leadership role or on a committee beyond department minimal expectations

___ **Points** Service to profession and community in a leadership role in professional organizations beyond department minimal expectations as negotiated with department head

___ **Points** Sponsoring of JMU hosted events

___ **Points** Serving as advisor to a university club or organization

___ **Points** Clinical practice or consulting that benefits the department/university

___ **Points** Serving in an editorial or similar role, where name is recognized and affiliated with JMU

___ **Negotiated w/AUH** Manuscript reviewer for peer reviewed journal or textbook, or editorial work or grant reviewer in a scholarly manner (scholarship or service)

___ **Negotiated w/AUH** Freshman advising

___ **Negotiated** Pre-professional advising to the university (such as Pre-PT) (1 point per advisee) w/AUH

___ **Points** Negotiated activities with AUH

___ **Total Service Merit Points**

Other

Any awards and/or recognition in each of the categories, teaching, scholarship, or service that bring recognition to the department should be noted under merit.

___ **Negotiated** Special honors and awards in any category.

___ **Awarded by AUH** Work performance Up to 75 points.

___ **Total Other Merit Points**

___ **GRAND TOTAL MERIT POINTS**

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