



Office of the Provost

Department of Early, Elementary & Reading Education

Evaluation Guidelines

Approved: 2022

Office of the Provost
James Madison University

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College of Education

Department of Early, Elementary, and Reading Education Guidelines for Faculty Evaluation

Spring 2022

Personnel Advisory Committee

All statements and policies included in these guidelines reflect the policies of the *JMU 2021 Faculty Handbook*. The *Faculty Handbook* is designed to outline the duties, rights and responsibilities of faculty members and be a guide for the relationship between the faculty members and the university. It does not contain all the university's policies and procedures and should not be considered to be a part of the university's contractual agreement with the individual faculty members.

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- I. **Introduction to evaluation process in the Department of Early, Elementary, and Reading Education**

According to the *JMU Faculty Handbook* as approved by the Board of Visitors in 2021, the purpose of evaluation of faculty members at James Madison University is to promote professionalism, to encourage performance at the highest levels and to indicate areas in which improvement is needed. Evaluations are also used in making personnel decisions, including allocation of merit pay increases, continuation of employment and initiation of post-tenure review.

The *JMU Faculty Handbook*, [Section III.E.](#), states that “All full-time instructional faculty at JMU are subject to annual evaluation of their performance.” Furthermore, Section III. E. 2.b states that “The areas of performance that shall be considered in all performance evaluations are as follows: teaching, scholarly achievement and professional qualifications, and professional service. Additionally, any aspects of a faculty member’s conduct that impacts performance, positive or negative, should be addressed in the evaluation of these performance areas.” Four types of evaluation occur within the Department of Reading, Early, and Elementary Education and include:

Initial Evaluation: The initial evaluation shall be conducted at the beginning of a new faculty member’s second full semester at James Madison University. The initial evaluation becomes a matter of college record and is filed in the dean’s office. The initial review is conducted by the Academic Unit Head.

Annual Evaluation: Annual evaluations of all faculty members shall be conducted after the conclusion of each academic year. According to Section III.E.4.i , annual evaluations are a matter of college record and the faculty member and the AUH shall sign the final evaluation and the AUH will send a copy of it to the Dean by October 28th. Annual reviews are conducted by Personnel Advisory Committee (PAC) and the Academic Unit Head (AUH) independently.

Midpoint Review: The three year review includes a dossier with all the materials described in Section D along with the first three annual review PAC and AUH letters. The midpoint review evaluation provides faculty with an overview of their progress toward tenure and promotion. Three year reviews are conducted independently by PAC and the AUH.

Comprehensive Evaluations: Comprehensive evaluations are concerned with promotion and tenure decisions and are conducted in addition to the annual evaluation in the appropriate year. They become a matter of the college’s record and are filed in the office of the dean. Tenure and promotion are not necessarily tied together at James Madison University so a faculty member may choose to apply for tenure without promotion, but must apply for tenure in the penultimate year of the probationary period. According to the *JMU Faculty Handbook*, “The promotion of an instructional faculty member shall be determined by merit regardless of the distribution of faculty by academic rank within the academic unit” ([Section III.E.6](#)). ” Tenure is intended to protect academic freedom, provide a reasonable measure of employment security and enable the university to retain a permanent instructional faculty of distinction” ([Section III.E.7a](#)).

Refer to the faculty handbook for the specific number of years required for comprehensive evaluation review. The comprehensive evaluation for tenure and/or promotion is conducted by PAC and AUH. The Department of Early, Elementary, and Reading Education is committed to a fair and equitable evaluation process that ensures that all faculty members understand and are involved in the evaluation process.

A. Academic ranks

When you join the EERE department, you are appointed to an academic rank and a type of track. The faculty of James Madison University recognizes five distinct academic ranks that include: Instructor, Lecturer, Assistant Professor, Associate Professor, and Professor. The *JMU Faculty Handbook*, [Section III.B.4](#), defines academic faculty ranks as:

III.B.4.a. Instructor

Appointment at the rank of instructor is normally for a fixed term but may be employment at the will of the university with no fixed term. Appointment at the rank of instructor may also be used for a faculty member who is hired with the expectation of completion of a terminal degree by a specified date. Promotion to the rank of assistant professor may be made automatic on completion of the terminal degree in the terms of the appointment, subject to approval of the JMU Board of Visitors. Instructors are required to participate in the annual review process and should complete the EERE Faculty Activity Report and Rubric for Instructors and Lecturers according to the guidelines in Appendix D.

III.B.4.b Lecturer

Appointment at the rank of lecturer can be made in the case of Renewable-Term Appointments (RTA). Individuals in the rank of lecturer are not eligible for promotion. Lecturers are required to participate in the annual review process and should complete the EERE Faculty Activity Report and Rubric for Instructors and Lecturers according to the guidelines in Appendix D.

III.B.4.c Assistant Professor

Appointment at the rank of assistant professor normally carries with it teaching, scholarship and service responsibilities and a graduate degree, normally a terminal degree in a relevant discipline.

III.B.4.d. Associate Professor

In addition to the requirements for assistant professor, appointment at the rank of associate professor is contingent upon substantial professional achievements, evidenced by an appropriate combination of teaching, scholarship, and service.

III.B.4.e. Professor

In addition to the requirements for associate professor, appointment at the rank of professor is contingent upon recognition of outstanding professional accomplishment.

B. Criteria for Faculty Performance

Faculty are evaluated in three areas – teaching effectiveness, scholarly achievement and professional qualifications, and professional service achievement as described in the following sections. Additionally, any aspects of a faculty member's conduct that impacts performance, positively or negatively, should be addressed in the evaluation of these performance areas. This is explained in [Section III.E.1.a](#), [Section III E.2.b](#), and [Section III E.4](#) of the *JMU Faculty Handbook*.

At all times, faculty are held accountable to the university in accordance with state and federal laws and with policies and procedures established by the JMU Board of Visitors. These rights and responsibilities are outlined in the *JMU Faculty Handbook*, Section III. A.

1. Teaching

JMU faculty acknowledge excellent teaching as an important aspect of university faculty members. To ensure fairness and equity in measuring teaching and advising, the faculty created a definition, evaluation scale, and rubric for measuring teaching and advising effectiveness.

a. *Definition of teaching* ([Section III.E.2.b.\(1\)](#))

Consideration of teaching performance may include, but need not be limited to, the following: self-evaluation, evaluation by peers and/or academic unit heads, and student evaluations. The EERE department evaluates courses through the on-line process established by the College of Education. Student evaluations may only be utilized as a formative tool or as part of a teaching portfolio. Consideration should be given to faculty member's commitment to student advising and innovations in teaching as evidenced by development of new course work, revisions to existing courses, and teaching methodology.

b. *Areas of evaluation*

Three levels of performance have been identified and outlined by the EERE faculty: Excellent, Satisfactory, and Unsatisfactory. Satisfactory performance is the minimum acceptable level of performance for teaching in the EERE.

Unsatisfactory performance indicates that faculty have not met the criteria recognized as requisite for faculty members in the department in the area of teaching and/or advising and/or reassigned load responsibilities.

Satisfactory performance involves satisfactory teaching activities and advising, self-reflections, **AND** innovations in teaching.

Excellent performance indicates that faculty exceeded the expected levels of performance that are outlined at the satisfactory level. Both teaching and advising (if applicable) must be above the expected norms to achieve this rating.

The rubrics in Appendix C provide examples of ways you may decide you've addressed each area of performance. Do not feel you must address every criterion, every year.

c. Rubric (See Appendix C)

2. Scholarly achievement and professional qualifications (III.E.2b.(2))

Faculty are expected to participate in on-going professional development to maintain and enhance their professional qualifications. Scholarship is an important component of faculty life at JMU and, due to the mission of the university, may manifest itself in different venues. To ensure that faculty efforts are examined with fairness and equity, a definition, evaluation scale, and rubric are included that depict required elements.

a. *Definition*

Research and scholarship refer to conducting, disseminating, and publishing of research and scholarly studies. This can occur through a variety of different venues such as:

- 1) publications in refereed and non-refereed journals or books
- 2) presentations at professional conferences
- 3) grant work at the local, state, or federal level
- 4) editorial work for newsletters, quarterly reports, or journals
- 5) published reviews of books, textbooks, or articles
- 6) public scholarship (e.g., letter to the editor, research brief, white paper, podcast, professional blog, position statements for organizations)
- 7) professional development

b. Areas of evaluation

Three levels of performance have been identified and outlined by the EERE faculty: Excellent, Satisfactory, and Unsatisfactory.

Unsatisfactory performance indicates that no scholarly work has been conducted.

Satisfactory performance reflects a level of satisfactory scholarly productivity as outlined in the rubric.

Excellent performance includes evidence of activity beyond the satisfactory level.

c. Rubric (see Appendix C)

3. Professional Service

Service is another major role of faculty at JMU. To ensure fairness and equity in measurement, faculty created a definition, evaluation scale, and rubric for measuring service to the college and community.

a. Definition

Service involves providing assistance to others based on professional qualifications. A variety of services can be proffered to the institution, profession, community, or colleagues.

b. Areas of evaluation

Unsatisfactory performance indicates a lack of involvement in program, department, college, university, national or other professional entities.

Satisfactory performance reflects evidence of service to the university (e.g., program, department, college, or university) and profession (e.g., local, state, regional, national, international).

Excellent performance includes evidence of activity beyond the satisfactory level.

c. Rubric (see Appendix C)

4. Reassigned Time

a. Areas of evaluation

In EERE, evaluation of performance related to course release time is considered in this part of the FAR. In this section you should report your performance serving in positions related to program coordinator, partnership liaison, grant funded projects, Madison Collaborative, Center for Faculty Innovation, PIR, and any other roles negotiated with the AUH, Dean, or other administrative staff. Work done during sabbatical or academic leave would also be included here. Please use this section to report how you used this time to further your professional goals in teaching, scholarship and/or service *above and beyond* what you would have been able to accomplish without this reduced teaching load.

b. Rubric (see Appendix C)

5. Related Professional Activities

This portion of the FAR should be used to discuss professional activities not addressed elsewhere or to explain activities in the above sections that may not be a good “fit” in the sections assigned.

6. Engagement

The university defines engagement using three key categories; civic engagement, engaged learning, and community engagement. As faculty members in a college of education, EERE faculty are engaged in numerous and varied ways. In this section you should report how your collective work embodies engagement as defined by the university or the faculty member.

C. Tenure and Promotion ([Faculty Handbook, Section III.E.6 and 7](#))

1. Tenure is intended to protect academic freedom, provide a reasonable measure of employment security and enable the university to retain a permanent instructional faculty of distinction. The award of tenure is based on the qualifications, performance and conduct of individual faculty members and the long-term needs, objectives and missions of the academic unit, college and university. To be awarded tenure, the faculty member must meet performance and conduct standards required for promotion to associate professor and should enhance the academic environment of the academic unit and the university.

2. Normally, a faculty member should have completed five years in rank before being reviewed for tenure and/or promotion and in the review, the pattern of prior annual evaluations should be considered in the analysis of the application. Problems with a faculty member’s conduct may disqualify a candidate for promotion in rank or tenure. In the evaluation of faculty members being considered for promotion in academic rank, the following standards apply:

- a. At least satisfactory ratings in all areas are required for promotion to assistant professor.
- b. An excellent rating in one area and at least satisfactory ratings in the others are required for promotion to associate professor.
- c. Excellent ratings in two areas and at least a satisfactory rating in the third area are required for promotion to professor.

D. Benchmarks toward promotion and tenure

Year One: The Academic Unit Head provides a new faculty member with information concerning the department’s evaluation procedures and criteria in the faculty member’s first semester. The AUH will observe classroom teaching during the first semester. The First Year faculty Mid-Year Activity Report will be conducted by the end of the third week of the faculty member’s second full semester of employment at JMU. The faculty member will submit the First Year faculty Mid-Year Activity Report including goals for Teaching, Scholarly Achievement and Professional Qualifications, and Professional Service during their 2nd full semester. The new faculty member will submit a full Faculty Activity Report at the end of the academic year, setting goals for the following year and subsequent years to

tenure/promotion.

Year Two: In year two the emphasis is on formative evaluation with the intent of guiding development. Goal setting for subsequent years is also important. To maintain satisfactory progress towards tenure and/or promotion, a faculty member should strive to maintain ratings in all areas equivalent to next rank – excellent rating in one area and at least satisfactory ratings in the others for promotion to associate professor, excellent ratings in two areas and at least a satisfactory rating in the third area for promotion to professor.

Year Three: The purpose of evaluation in the Midpoint Review is to provide the faculty member with constructive feedback on their progress towards tenure and promotion, based on criteria for promotion to the next rank. This will be a cumulative evaluation of the work completed at JMU prior to this period. Ratings of unsatisfactory indicate unsatisfactory progress toward tenure. Goal setting should focus on achievement in all areas.

Year Four and Five: Years four and five should see achievement of goals and ratings necessary for tenure/promotion. The cumulative effect of research and scholarship should reflect a clearly focused research agenda or line of inquiry.

Year Six: Faculty members who are in a tenure track position are required to go through the tenure decision process no later than year six unless the faculty member's tenure clock has been suspended due to one of the reasons listed in [Section III.E.7.c.](#) The option of an earlier review can be negotiated in the hiring contract if the faculty member brings tenure credit from another institution. The faculty member's entire record of teaching, scholarly achievement and professional qualifications and professional service is included in the review. The record of activities and assignments completed in the service of the Early, Elementary, and Reading Education department are most central to determining evaluation ratings in those areas.

Years Post-Tenure: It is expected that faculty will continue to develop professionally and be productive to meet the expectations of each rank. Annual evaluations will continue to be conducted by the Personnel Advisory Committee and Academic Unit Head for associate professors. Once promoted to professor, the annual evaluation can be done by the Academic Unit Head, only, using a negotiated reporting format. *The Faculty Handbook, Section III.E.8,* outlines the process for post-tenure review, which can be used to encourage faculty development and productivity if a tenured faculty member fails to maintain a satisfactory level of performance.

II. Preparing the First Year, Annual, Midpoint, Tenure and/or Promotion Materials

Faculty Evaluation materials provide a picture of your professional life as a faculty member in the Early, Elementary, and Reading Education department at JMU. Specifically, it organizes and communicates your professional goals and accomplishments during a specified period of time. Organized materials assist review committees and others in understanding the quality and significance of your work. Overall, your report or folio should be organized logically to provide an evidential record that is thorough, meaningful, and succinct. A guideline for preparing documents for different evaluation points are listed below.

A. First Year Faculty Mid-Year Activity Report

Materials to be submitted:

First Year Faculty Mid-Year Activity Report is submitted to the Academic Unit Head by the third week of the second full semester.

See the First Year Faculty Mid-Year Activity Report in the Appendix.

B. Annual Evaluation

Materials to be submitted:

The Faculty Activity Report is submitted to the Academic Unit Head who will make these available to the Personnel Advisory Committee (PAC). The PAC is a standing committee of at least three tenured or tenure-track faculty who are elected to serve three-year terms.

Materials not submitted by the third Friday in May will not be considered by the Personnel Advisory Committee.

Full professors may opt to submit, to the AUH only, a highlighted VITA and a statement of reflections on goals for the past year and goals for the next year.

C. Midpoint Review

Materials to be submitted:

1. Curriculum Vita: A curriculum vita provides an overview of the faculty member's professional life. Accomplishments made during the time of evaluation should be highlighted (one year to three years).
2. Faculty Activity Reports for the past three years.
3. Evidence of meeting criteria through a narrative reflecting on the evidence or explaining its significance for each of the three categories: teaching, scholarly achievement and professional qualifications, and professional service. According to the *Faculty Handbook*, Section III.E.1.a, any aspects of a faculty member's conduct that impacts performance, positive or negative, should be addressed in these evaluations.
 - a. TEACHING (in as many words as necessary)
 - 1) A statement of critical reflection on teaching for the past three years.
 - 2) Teaching philosophy, research, or theoretical models that undergird practice.
 - 3) Evidence (qualitative and/or quantitative) to suggest one's development over the past three years.
 - 4) Goals for the next three years.
 - b. SCHOLARLY ACHIEVEMENT AND PROFESSIONAL QUALIFICATIONS
 - 1) Candidate's statement on research and scholarship.
 - 2) Contribution of research/scholarship.
 - 3) Goals for the next three years.
 - c. PROFESSIONAL SERVICE
 - 1) Statement on service activities as a member of a program, department, college, and university.
 - 2) Contributions to the profession at local, state/regional, national, and international levels.
 - 3) Goals for the next three years.
 - d. REASSIGNED TIME (stated under the categories above or in a separate section).
 - 1) Responsibilities and periods of reassigned time.
 - 2) Accomplishments and/or contributions.
 - 3) Goals for the next three years if applicable.

D. Tenure and/or Promotion

Materials to be submitted:

As part of the tenure process, a portfolio—either paper- or web-based—is to be compiled and sent forward for review to the Dean, Provost, President, and then

the BOV. The materials should be well organized and additional supporting evidence may be provided. Printed materials will be kept at the departmental level during the Personnel Advisory Committee and Academic Unit Head review process and then provided to the dean. Supplementary notebooks and printed materials will not be forwarded to the Provost's office.

1. Letter of application requesting tenure and/or promotion that needs to be submitted to the AUH by September 1st.
2. Curriculum Vita: A curriculum vita provides an overview of the faculty member's professional life. Accomplishments made during the time of evaluation should be highlighted (one year to six years).
3. Evidence of meeting criteria through a narrative reflecting on the evidence or explaining its significance for each of the three categories: teaching, scholarly achievement and professional qualifications, and professional service. According to the *Faculty Handbook*, Section III.E.1.a, any aspects of a faculty member's conduct that impacts performance, positive or negative, should be addressed in these evaluations.
4. TEACHING
 - a. Candidate's statement on teaching and advising including philosophy, methodology, materials developed, effectiveness, challenges, etc.
 - b. Evidence of teaching effectiveness such as student surveys, course evaluations, alumni surveys, in-class peer visitation reports, or data on advising.
5. SCHOLARSHIP
 - a. Candidate's statement on research and scholarship
 - b. List of publications, presentations, etc.
 - c. Impact of research/scholarship including literature citations, etc.
6. SERVICE
 - a. Candidate's statement on service activities
 - b. Program and Departmental Service
 - c. College and University Service
 - d. Professional Service (local, state, and regional)
 - e. Professional Service (national and international)
7. REASSIGNED TIME (stated under the categories above or in a separate section).
 - a. Responsibilities and periods of reassigned time
 - b. Accomplishments and/or contributions
 - c. Goals for the next three years if applicable

E. Compelling Case for Early Tenure or Promotion

I. Policies of James Madison and EERE

The Faculty Handbook at James Madison University sets forth the policy that an early promotion and tenure review is possible if the faculty member presents a compelling case, as stated in Faculty Handbook Section III.E.7.b. This policy is reinforced by policies and procedures adopted by the College of Education.

James Madison University's Faculty Handbook recognizes an initial probationary period for tenure-line faculty is determined in the initial contract with the norm being five years. However, the maximum length allowed for the probationary period is seven years. Any application made

prior to the year agreed to in the initial contract can be submitted; however, a compelling case must be made.

The Early, Elementary, and Reading Education Department sets one year prior to the initial norm period of five years as the time that the faculty member can submit an application portfolio (outlined below) for early promotion and/or tenure review. This would make the completion of four years required for early application for tenure and/or promotion unless otherwise specified in their initial contract.

II. Cause and Process

Faculty interested in pursuing early tenure and/or promotion should first schedule a meeting with the AUH and AUPAC to discuss their compelling case no later than March 1st directly prior to the October dossier submission. The consultation shall not assign probability of success but shall clarify, along with the faculty member, appropriate processes, deadlines, and submission guidelines.

Proposals for early promotion and/or tenure are considered extraordinary actions. The best reason for proposing early consideration is a record of extraordinary accomplishments that can be readily distinguished from strong promotion and tenure cases. EERE should proceed cautiously in considering early cases and should pursue such cases rarely. A compelling case cannot be made based solely on excellent annual evaluations. A compelling case consists of extraordinary contributions to the James Madison community, the relevant scholarly community, and extraordinary contributions in the field of teaching and learning. It should be noted that external experts whose evaluation of the candidate are sought in these cases should be asked to comment specifically on the special grounds for an early decision.

After the initial consult meeting with the AUH and AUPAC, faculty members who wish to apply for early tenure and/or promotion must consult in writing with the Dean, the AUH, and the AUPAC about their candidacy by May 1 of the academic year preceding their application. This timeline is intended to ensure the AUPAC can be notified and aware of the candidate's intention during the annual review process.

When communicating their wish to apply for early tenure and/or promotion to the Dean and AUH, the faculty member must present the following materials:

1. A maximum of three letters of internal (JMU) recommendation that speak directly to the extraordinary nature of the candidate's portfolio in regards to teaching, research, and service and why early promotion and tenure is warranted.
2. Documentation of annual reviews from both the AUH and AUPAC demonstrating a pattern of extraordinary excellence, as determined by academic unit guidelines, for teaching, scholarship, and service.
3. A letter of justification explaining why and how the candidate believes they have demonstrated a pattern of extraordinary levels of productivity, contribution, and acclaim within the last four years of employment at JMU.
4. A current CV
5. A list of 5 nationally recognized scholars in the field who possess at least equal rank as the level to which the candidate is seeking promotion who could review the full dossier and speak directly to the case for early promotion and tenure.

The Academic Unit Head and AUPAC will review materials submitted and determine whether or

not the evidence supports the faculty member moving forward with pursuit of early tenure and/or promotion, and advise the candidate of their assessment separately, in writing, by June 15th. The decision to allow a compelling case to move forward does not alter the review process nor ensure a positive outcome. It is simply permission to submit materials and is independent of the review process. Decisions for promotion are based on the total package submitted and not on a single year's performance results.

III. Submission of all Required Documents

The faculty member for early tenure and promotion shall provide the following to the AUH and AUPAC no later than **Oct 1**:

A fully executed tenure and promotion dossier that includes, at a minimum, a statement of intent to request early tenure and promotion, a narrative justification for the request, all elements in a standard dossier with an additional outline of the compelling case for early tenure and promotion, and a current curriculum vitae.

The AUH will contact three nationally recognized scholars in the field who possess at least equal rank as the level to which the candidate is seeking promotion to obtain letters of evaluation. The AUH will consult the list provided by the faculty candidate as well as other nationally recognized scholars recommended by faculty. The candidate shall have the right to view the external letters of support.

III. Evaluation Process

Roles and responsibilities of EERE Personnel Advisory Committee

The Early, Elementary, and Reading Education Personnel Advisory Committee (PAC) will be composed of at least three tenured or tenure-track faculty, the majority of whom must be tenured. Members shall serve for a three-year term. Terms will be staggered.

1. PAC members may serve one term. A member who has served is eligible to serve again after being off the PAC one full year.
2. A non-tenured and a tenured alternate will be elected to serve when regular members are ineligible or unavailable. Alternates serve for a one-year term.
3. Alternates will participate in PAC activities as needed and as appropriate.
4. Only tenured PAC members may vote on tenure decisions and there must be a minimum of three. If necessary, tenured faculty from other departments or colleges on campus will be appointed by the Associate Dean to serve in order to meet this requirement.

Nominations for Personnel Advisory Committee will be requested by the Academic Unit Head the Monday following spring break. Nominations will be shared within a week and elections will be held before April 1.

Service on the Personnel Advisory Committee is for the fall, spring and summer terms, since much of the annual review process occurs in the summer. These guidelines are aligned with the JMU Faculty Handbook, Section *III.E.2.a. AUPAC*.

Faculty/Staff Evaluation Tasks and Timelines

Month	Task	Due date	Comments
September	Faculty submit intent to apply for promotion/tenure.	SEP 1	
	Academic Unit Head (AUH) confirms graduate faculty status.		
	AUH meets with new faculty to talk about evaluation process.		
October	Faculty submit midpoint review or promotion/tenure materials to the Personnel Advisory Committee (PAC) and AUH.	OCT 1	
	Written annual evaluations sent to faculty by AUH and PAC	By OCT 1	
	If necessary, faculty must appeal within 7 days of receipt of an unsatisfactory annual evaluation from the AUH.		
	AUH schedules conferences with faculty to discuss annual evaluation.	By OCT 21	
	Written summary of annual evaluations of EERE faculty sent to Dean	OCT 28	
November	Remediation recommendation for tenured faculty found unsatisfactory in two out of three most recent annual evaluations (FARs)	NOV 1	
	Letter regarding the recommendation of tenure and/or promotion for faculty due to Dean from AUH and PAC *A copy of written evaluations provided concurrently to faculty.	NOV 15	
	Letter regarding the recommendation of midpoint review due to faculty from AUH and PAC	Nov 15	

December	AUH Provides First Year Faculty Mid-Year Activity Report to new faculty (p.16)	DEC 1	
	Letter regarding recommendation for tenure and/or promotion due from the Dean to provost	DEC 15	
	Deadline for termination notification for untenured and unsatisfactory faculty members in 2 nd year of service		
January	First Year faculty Mid-Year Activity Report due to AUH	1 st week of semester	
February	Written notification of tenure/promotion recommendation from Provost	FEB 1	
	AUH confer with First Year faculty regarding First Year Faculty Mid-Year Activity Report.	2 nd week of semester	
	Written evaluation regarding First Year Faculty Mid-Year Activity Report to new faculty	3 rd week of semester	
	Copy of signed First Year Faculty Mid-Year Activity Report due to Dean	3 rd week of semester	
	If AUH recommends nonrenewal in the First Year Faculty Mid-Year Activity Report PAC must review and send recommendation to Dean	4 th week of semester	
March	Faculty Activity Report forms distributed	MAR 1	
	Request nominations to serve on PAC		
April	Election of PAC		

May	Faculty Activity Report due	3 rd Friday in MAY	
June- August	AUH and AUPAC Review Faculty Activity Reports	AUG 31	

Response to Evaluation Process – Refer to the appropriate section of the [Faculty Handbook](#) for all appeal procedures and timelines.

EERE

First-Year Faculty Mid-Year Activity Report

Please provide data identified below to your department head by the first week of the second full semester. This request, and the information reported in it, does not restrict academic freedom as defined by the American Association of University Professors. In your report letter, please provide the information asked for in italics and then address items I, II, and III.

Name:

Current Rank:

Dates of Service in Current Position:

Department (Program):

Courses Taught Fall 20__:

Courses Teaching Spring 20__:

For each semester above, please list any reassigned time with corresponding credit hours that you were/are assigned:

I. TEACHING

Reflect on your teaching. In this section, you might provide a narrative of your teaching effectiveness, self-reflection, innovations in teaching, student interactions, and/or ways that you promote diversity, equity, and inclusion in your teaching. See Appendix C for Teaching Rubric Criteria.

II. SCHOLARLY ACHIEVEMENT & PROFESSIONAL QUALIFICATIONS

Reflect on your scholarly achievements and professional development. In this section, you might reflect on your publications, presentations at professional conferences, public scholarship, grant activities, editorial work, professional development, and the ways you promote diversity, equity, and inclusion in your scholarship. See Appendix C for Scholarly Achievement rubric.

III. PROFESSIONAL SERVICE

Reflect on your professional service related to the university (university, unit, college, and/or your program) and to the professional organizations of your discipline (international, national, regional, state, and/or local-levels). In this section, you might reflect on your engagement in professional organizations; in program, department, college, and/or university committee attendance and contributions; role as a reviewer; program development; field related engagement; mentorship of faculty; and/or ways that you promote diversity, equity, and inclusion in your service. See Appendix C for Professional Service rubric.

IV. REASSIGNED TIME

In EERE, evaluation of performance related to course release time is considered in this part of the FAR. In this section you should report your performance serving in positions related to program coordinator, partnership liaison, grant funded projects, Ethical Reasoning in Action, Center for Faculty Innovation, PIR, and any other roles negotiated with the AUH, Dean, or other administrative staff. Work done during sabbatical or academic leave would also be included here. Please use this section to report how you used this time to further your professional goals in teaching, scholarship and/or service *above and beyond* what you would have been able to accomplish without this reduced teaching load.

V. FUTURE PROFESSIONAL GOALS

In preparation for your mid-year conference with the Academic Unit Head, list your professional goals and expected activities for the next 18 months. Be as specific as possible, noting projects and proposals that are currently in various stages of development; describing service activities/responsibilities/commitments you anticipate or are involved in; and describing innovations that you plan to pursue. Identify specific goal(s) from the JMU College of Education's Disrupting Racism and Injustice in Education 5 Ps Infographic or the longer JMU COE's Statement of Solidarity, Commitment, or Action to include in your teaching, scholarly achievement and professional qualifications, and/or professional service goals which demonstrates your commitment to promoting access, equity, and inclusion.

Appendix B

EERE Faculty Activity Report

Personal Data

1. Name
2. Department
3. Current Rank and Title(s)
4. Date and name of highest academic degree earned
5. Years of prior service as faculty at other colleges and universities (names and dates)
6. Ranks held at JMU and years (include dates) in each
7. Assigned duties (e.g., teaching, research, service, leadership, reassigned time) at the University
8. Employment - Provide in chronological order any position held during the past 10 years which are not indicated above.

Period covered: (May/year - May/year)

Name: _____ **Rank:** _____ **Years in rank:** _____

This form is for submitting data to the PAC and to the Academic Unit Head. The requests made and the information reported does not restrict academic freedom as defined by AAUP.

Directions:

Submit completed form (electronically) to the Academic Unit Head's office by **the third Friday in May**. Personnel Advisory Committee will only review forms received by this date.

- A. Provide activities within the prescribed time period.
- B. Provide information in the requested formats: Rows may be added to/deleted from tables as needed.
- C. If an activity is listed in more than one area (scholarship, teaching, etc.), an explanation must be provided for its inclusion in each area.
- D. Use Appendix C EERE Faculty Evaluation Rubric

Goals for the past year (embedded with DEI goals from [5 Ps document](#) or the longer [JMU COE's Statement of Solidarity, Commitment, or Action](#))

Area	Goals	Status (completed/in progress/not begun)
Teaching	1. 2. 3.	
Professional Service	1. 2. 3.	
Scholarly Achievement and Professional Qualifications	1. 2. 3.	

Reflection on Goals. Explain your progress, challenges, and concerns related to reaching each of your goals:

I. TEACHING AND STUDENT ENGAGEMENT

Returning faculty: Include summer, fall, winter, and spring of the last academic year in the teaching section.

First year faculty: Include only fall, winter, and spring in the teaching section.

A. Teaching

1. List the courses you taught each term. Remove unused rows in the tables.

Summer Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				

Fall Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				
Course #3				

Winter Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				

Spring Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				
Course #3				

2. Narrative of Teaching Effectiveness: Using as many words as necessary, write a narrative that provides evidence of your teaching effectiveness through engagement in activities such as, but not limited to the following (see rubric Appendix C):

- Describe both support you received for your teaching and any circumstances that hindered your success.
- Draw from evidence and artifacts you have related to your teaching and/or supervision/clinical responsibilities (see list of evidence and artifacts at the end of Appendix C).
- Describe your efforts to keep courses current and delivery relevant, including use of specialized knowledge, recent and appropriate research, and developments and/or technologies.
- Describe ways your teaching (processes, coursework, pedagogies, curriculum, etc.) promotes access, equity, and inclusion as an explicitly valued part of teaching and learning.

B. STUDENT ENGAGEMENT

1. Describe any work with independent studies, undergraduate, honors and/or graduate thesis/project committees and comprehensive exam committees.

Student name	Title or name of project	Type (e.g., Honors thesis, independent study)	Your role (e.g., chair, member)	Completion date or expected completion date

Add additional comments for Student Engagement here:

2. Describe any other activities with students other than those above. Include university programs, students in research or professional service, letters of reference, meeting with students, mentoring or coaching marginalized or underrepresented students, or working with student groups or organizations.

Type of Activity	Number of students involved	Description of activity

Add additional comments for Other Activities here:

II. SCHOLARLY ACHIEVEMENT & PROFESSIONAL QUALIFICATIONS

1. List publications for the past report year using APA format. Add or remove rows in tables as needed.

Refereed publications (also includes full manuscripts published as conference proceedings that can be found in a searchable database.)

Non-refereed publications (also includes published book reviews, curriculum materials used in the field, local or regional newsletters, website development, creative works, etc.)

Working title of paper/projects in progress (Include work as an editor for a book or a journal being developed.)	Anticipated date for submission or completion of project

2. List professional presentations using APA format.

Level of Presentation	Citation in APA format
National and international	
State and regional	
Local and units smaller than state-wide	

3. List public scholarship you have authored or co-authored.

Public scholarship (e.g., letter to the editor, research brief, white paper, podcast, blog, position statements)

4. List grant proposals submitted, funded, and/or completed and your role in each activity.

Title	Source	Amount	Date submitted	Funded (yes/no)	Your role	Date completed

5. List positions you have held as editor of a newsletter, report, or journal, where you are not a primary author (Authorship of completed publications should be reported under scholarship).

Editor position	Time period	Activity/production

6. List the specific activities that have impacted your professional development and describe how they have enhanced your teaching, scholarly achievement and professional qualifications or professional service (e.g., JMU faculty development through CFI, professional conference sessions, collaborative work, tutorials, online learning modules, book clubs).

Professional Development	Date	Area of Impact (Teaching, Scholarship, Service)	Describe how your professional qualifications were enhanced by the professional development experience.

7. Identify ways any of your scholarship and/or professional development made contributions to the promotion of diversity, access, equity, or inclusion.

Add additional comments on scholarly achievement and professional qualifications. Here you can demonstrate the value/prestige of publications that PAC or AUHs may be unfamiliar with or that are outside of the "mainstream."

III. PROFESSIONAL SERVICE

1. List current professional organization memberships, offices, and boards beginning with international, national, then regional, state and ending with local engagement. Give full name and acronym. Include dates to indicate years of service.

Name of organization	Level (e.g., international, national, regional, state, local engagement)	Level of involvement and collaboration (e.g., position held, meetings attended, responsibilities, and how your contributions helped move the agenda forward)

2. List university-related committees/commissions, boards and/or student hearings, etc.

Name of committee	Level: University, college, department, or program engagement	Position held, level of involvement, responsibilities, and how your contributions helped move the agenda forward

3. List reviews completed. Include type of document (e.g., journal article, book review, chapter review, conference proposals). These are reviews that are returned to an editor or conference chair as service to your profession rather than reviews intended for

publication.

Type of Document	For what organization	Date

4. Describe your involvement in designing new courses/programs and/or reviewing, evaluating, and revising programs.

5. Field related engagement: List consulting (paid or unpaid) and other services provided to schools agencies, businesses, etc. Consulting in this category refers to the development of new materials, analysis and synthesis of information related to the consulting topic, and any follow-up report.

Topic/purpose	Client /Organization (e.g., school district, business organization)	Number of hrs/days including preparation, delivery, & follow-up	Your role	Documentation produced/resulting from your involvement

6. Describe your work with mentoring junior faculty, adjuncts, or assisting colleagues with maintaining or expanding their knowledge of current professional practice and scholarship.

7. Describe ways that your service contributed to promoting access, equity, or inclusion.

IV. REASSIGNED TIME

In EERE, evaluation of performance related to course release time is considered in this part of the FAR. In this section you should report your performance serving in positions related to program coordinator, partnership liaison, grant funded projects, Ethical Reasoning in Action, Center for Faculty Innovation, PIR, and any other roles negotiated with the AUH, Dean, or other

administrative staff. Work done during sabbatical or academic leave would also be included here. Please use this section to report how you used this time to further your professional goals in teaching, scholarly achievement and professional qualifications and/or professional service *above and beyond* what you would have been able to accomplish without this reduced teaching load.

V. RELATED PROFESSIONAL ACTIVITIES

Use this portion of the FAR form to discuss professional activities not addressed elsewhere or to explain activities in the above sections that may not be a good “fit” in the sections assigned.

VI. GOALS

In preparation for your evaluation conference with the Department Head, list your professional goals and expected activities for the next academic year. Be as specific as possible, noting projects and proposals that are currently in various stages of development; describing service activities/responsibilities/commitments you anticipate or are involved in; and describing innovations that you plan to pursue. Identify specific goal(s) from the JMU College of Education’s Disrupting Racism and Injustice in Education [5 Ps Infographic](#) or the longer [JMU COE’s Statement of Solidarity, Commitment, or Action](#) to include in your teaching, scholarly achievement and professional qualifications, and/or professional service goals which demonstrates your commitment to promoting access, equity, and inclusion. If you would like to serve as a mentor or would like to receive formal mentorship, please express this in your goals.

Note: These goals may be adjusted based on your personal reflections, feedback from the Personnel Advisory Committee, and feedback from the Academic Unit Head. In addition, you may propose a negotiated teaching load for consideration by the Academic Unit Head.

1) Teaching

2) Scholarly achievement and professional qualifications

3) Professional service

Appendix C

EERE Faculty Evaluation Rubric

EERE Faculty Evaluation Rubric is used to evaluate annual faculty activity reports, midpoint reviews, and tenure and promotion dossiers. The rubric is used to guide conversation around progress for first year faculty mid-year activity reports.

Do not feel you must address every box every year. *Must provide evidence to asterisked criteria.

Teaching Evaluation	Unsatisfactory	Satisfactory	Excellent
<p>1. Narrative of Teaching Effectiveness *</p>	<p>The teaching narrative does not provide a representative sample of the criteria.</p> <p>The narrative should include more depth of analysis and/or reflection.</p>	<p>The teaching narrative provides specific evidence of a representative example of the following criteria.</p> <p>The teaching narrative specifically focuses on at least 3 of the following pieces of evidence in more depth.</p> <ul style="list-style-type: none"> • Clearly communicated policies, practices, and expectations of the course including coverage for 	<p>The teaching narrative provides specific evidence of a representative example of the following criteria.</p> <p>Excellent narratives include a representative sample from the SATISFACTORY contributions AND at least 3 of the following criteria.</p> <p>Narrative specifically focuses on at least 3 of the following pieces of evidence in more depth.</p> <ul style="list-style-type: none"> • Employed active teaching/learning processes (i.e., collaborative learning, cooperative learning, team learning, problem-based learning). • Integrated critical thinking activities into teaching and learning activities • Provided learners with the opportunity to create a variety of

		<p>instructor absence.</p> <ul style="list-style-type: none"> ● Modeled the use of instructional and/or information technology. ● Included content reflecting information, skills and dispositions that is current, relevant, represents multiple perspectives and contexts, and higher levels of learning (Bloom's). ● Gathered formative feedback about own teaching from a variety of sources (e.g., colleagues, CFI, Assessment, students) using a variety of strategies. ● Used a variety of strategies (e.g., media, formats) including use of technology to deliver 	<p>products using their creativity, scholarship, effective communication skills, and critical thinking.</p> <ul style="list-style-type: none"> ● Encouraged learners to use a variety of media and strategies to represent their learning of course content, processes and skills. ● Integrated independent, small group and large group practice into the course. ● Incorporated intercultural and international perspectives and engagement into content and learning experiences. ● Integrated practices, pedagogies, curricula, and perspectives that support social justice, anti-racist, culturally responsive/sustaining, and/or anti-bias education. ● Demonstrated examples of community or civic engagement in classroom curriculum and pedagogy ● Demonstrated specific examples of contributing to the mission and vision of JMU, EERE, and/or the COE.
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		<p>information to learners.</p> <ul style="list-style-type: none">• Maintained fair and impartial grading standards.• Provided timely feedback on progress.• Respected alternative opinions and voices, openness to questions, opportunities to engage with others, acceptance of diverse contexts and productivity, preparedness.• Activated students' prior knowledge and helped make connections to course content, processes, and outcomes.• Provided constructive formative feedback to learners throughout the course.• Provided authentic opportunities for learners to actively	
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		engage with information, skills, & stakeholders	
2. Self-reflections *	Reflections do not include specific examples or insight.	Evidence of specific insights gained from teaching experiences and/or feedback from evaluations.	Evidence of specific insights gained from teaching experiences and/or feedback from evaluations and discussions of how insights will influence subsequent teaching.
3. Innovations in teaching *	Failure to make changes in courses in response to expressed concerns.	Evidence of efforts to keep courses and delivery current and/or respond to formative and/or summative assessment data.	Evidence of efforts to keep courses current and evidence of impact of innovations on teaching.
4. Student interactions, including work with individual students or student groups (e.g., undergraduate research, honors, independent studies)	Unavailable to students. Minimum involvement with students or student groups.	Evidence of satisfactory performance in working with students. Supports and interacts with student group(s) or supports marginalized students.	Evidence of the impact the faculty work has on students' JMU experience outside of their normal teaching load.
5. Promotes diversity, equity, and inclusion in teaching	No evidence of teaching that promotes diversity, equity, and inclusion	Demonstrates teaching strategies, coursework, curriculum, and/or structures that promote diversity, equity, and inclusion.	Evidence demonstrates an intentional focus on centering diversity, equity, and inclusion in all aspects of teaching.

Scholarship	Unsatisfactory	Satisfactory	Excellent
1. Publications	No publications.	Published one article in a refereed or non-refereed journal, conference proceedings, national publication, invited chapter or article, and book reviews.	Published more than one article in a refereed journal and/or a national publication, invited chapter or article, a book, and/or book reviews.
2. Presentations at professional conferences	No presentations at state, regional, or national conferences.	A presentation at a state, regional, or national conference.	Presentations at state, regional, national, and/or international conferences.
3. Public scholarship	No public scholarship.	Published one piece of public scholarship (e.g., letter to the editor, research brief, white paper, podcast, blog, position statements).	Published more than one piece of public scholarship.
4. Grant writing	No grants submitted.	Submitted grant proposal either as single grant writer or as a member of a grant-writing team and/or is working on a grant that was written by another faculty member.	Grant funded or project for grant completed successfully.
5. Editorial	No editorial work.	Drove the agenda of a scholarly journal by serving as a guest editor of a special issue or serving on an editorial board.	Drove the agenda of a scholarly journal by serving as the general editor.

6. Professional development	No evidence of professional growth and development.	Participated in professional development opportunities.	Evidence that information gained from participating in professional development opportunities has been used to improve teaching, service, or scholarship.
7. Promotes diversity, equity, and inclusion.	No evidence of scholarship or professional development that promotes diversity, equity, or inclusion.	Demonstrated scholarship or professional development that promotes diversity, equity, and inclusion.	Evidence demonstrates an intentional focus on centering diversity, equity, and inclusion in scholarship and professional development.

Service	Unsatisfactory	Satisfactory	Excellent
		Satisfactory Performance reflects evidence of service to university (e.g., program, department, college, or university) and profession (e.g., local, state, regional, national, international)	Excellent Performance includes evidence of activity beyond the satisfactory level.
1. Engagement in professional organizations	Minimum involvement in professional organizations at the national level.	Evidence of regular participation in professional organizations beyond the university.	Evidence of enhancing the profession beyond the university, such as leadership in a professional organization through committees, task forces, elected or appointed offices.

2. Program, department, college, and/or university committee attendance and contributions	Minimum involvement in programmatic, departmental, college-wide or university issues and concerns.	Evidence of regular participation in program, department, college and/or university activities.	Evidence of enhancing program, college, department, and/or university activities and/or initiatives.
3. Reviewer	Does not serve as a reviewer.	Evidence of work as reviewer for external funding agencies, scholarly publications, and external academic organizations.	Consistently served as a reviewer for multiple organizations or journals.
4. Program development	Does not participate in designing or revising courses or programs.	Evidence of involvement in designing new courses or programs and/or reviewing, evaluating, and revising programs.	Served as a leader in developing new courses and programs or in program improvement initiatives.
5. Field related engagement	Minimum involvement in field related services or consulting	Evidence of enhancing the profession beyond the university through field related services and/or consulting. Could include professional development for the field at the state or local level.	Evidence of field related services and/or consulting at the state, national, and/or international level.
6. Mentorship of Faculty	Minimum effort to enhance the professional growth of colleagues.	Evidence of formal mentorship responsibilities and/or contributions to the professional growth of colleagues through the sharing of resources, observing teaching, and offering advice and support.	Evidence of significant formal mentorship responsibilities and informal contributions to the professional growth of colleagues through the sharing of resources, observing teaching, and offering advice and support.

7. Promotes Diversity, Equity, and Inclusion	Minimum service of promoting equity, diversity, or inclusion throughout service opportunities.	Evidence of promoting equity, diversity, and inclusion throughout service obligations.	Demonstrated an intentional focus and significant contributions of promoting diversity, equity, and inclusion throughout service obligations.
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Reassigned Time	Unsatisfactory	Satisfactory	Excellence
Performance in positions such as coordinator, partnership liaison, grant funded role, Center for Faculty Innovation, PIR, ERIA, research release and during educational leave	Failure to complete assigned responsibilities.	Evidence of satisfactory performance in carrying out the responsibilities of the reassignment.	Evidence of excellent performance in carrying out responsibilities.

Evidence and artifacts that demonstrate teaching criteria

Evidence may include but is not limited to the following:

- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)
- Course Syllabus
- Examples of student work
- Letters and correspondence from former and current students, colleagues, and/or external partners
- Peer AUH CFI evaluation of instruction
- Course materials (e.g. presentation material, assignments, rubric, assessments)
- Narrative-what does success look like for you this year in teaching
- Informal student reflections
- Narrative of your strengths in light of COE or EERE or JMU mission and values as the framework--i.e., what is unique about you that fulfills those missions
- Scholarship of Teaching and Learning presentation
- Workshop presentation for local school or organization

Evidence and artifacts that demonstrate scholarly achievement

- Hyperlinks or citations to podcasts, presentations, professional blogs, etc.
- White papers, organization policy statements, letters to the editor
- Citations or hyperlinks to published manuscripts or journal articles
- Citations of conference presentations
- Copies of conference programs with session documents, PowerPoints, etc.
- Examples of editorial work
- Copies of grant proposals and application documents, receipt notification, reviewer feedback, etc.
- Notification of grant funding

Evidence and artifacts that demonstrate professional service

- Copies of meeting agendas, products, letters from committee chairs
- Letters from service organizations that highlight your role
- Programs from conferences, symposia, etc. that demonstrate your role
- Narrative-what did success look like for you in professional service
- Presentation or workshop for local school or organization
- Curriculum materials

Appendix D

EERE**Faculty Activity Report and Rubric for
Instructors and Lecturers**

Teaching and Service
artifact examples and
evidence at the end of this
document.

Fall Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				
Course #3				

Winter Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				

Course #3				
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Spring Courses Taught

	Course prefix and #	Course title (w/credit hours)	Modality of course (i.e., lab, lecture, practicum, online)	# of students
Course #1				
Course #2				
Course #3				

2. Narrative of Teaching Effectiveness: Using as many words as necessary, write a narrative that provides evidence of your teaching effectiveness through engagement in activities such as, but not limited to the following:

I. Teaching

Teaching effectiveness

Demonstrates contribution re: engagement in activities such as but not limited to:

SATISFACTORY: Provide specific evidence of a representative example of the following criteria. See artifact or evidence examples at the end of the document. For example, you can hyperlink your syllabus and provide a p.#. Then use the **teaching narrative** to specifically focus on 3 of the following evidence in more depth.

EXCELLENT: Provide specific evidence of a representative example of the following criteria. See artifact examples at the end of the document. For example, you can hyperlink your syllabus and provide a p.#. Then use the teaching narrative to specifically focus on 3 of the following evidence in more depth. A rating of Excellence includes a representative sample from the SATISFACTORY contributions AND at least 1 of the following criteria. Then use the **teaching narrative** to specifically focus on 1 of

	the following evidence in more depth.
<p>a) Clearly communicated policies, practices, and expectations of the course including coverage for instructor absence</p> <p>b) Modeled the use of instructional and/or information technology</p> <p>c) Included content reflecting information, skills and dispositions that is current, relevant, represents multiple perspectives and contexts, and higher levels of learning (Bloom's)</p> <p>d) Gathered formative feedback about own teaching from a variety of sources (e.g., colleagues, CIT, CFI, Assessment, students) using a variety of strategies</p>	<p>a) Employed active teaching/learning processes (i.e. collaborative learning, cooperative learning, team learning, problem-based learning).</p> <p>b) Integrated critical thinking activities into teaching and learning activities.</p> <p>c) Provided learners with the opportunity to create a variety of products using their creativity, scholarship, effective communication skills, and critical thinking.</p> <p>d) Encouraged learners to use a variety of media and strategies to represent their learning of course content, processes and skills</p> <p>e) Integrated independent, small group and large group practice into the course</p>

<p>e) Used a variety of formats and strategies to deliver information to learners</p> <p>f) Maintained fair and impartial grading standards providing timely feedback on progress</p> <p>g) Respected alternative opinions and voices, openness to questions, opportunities to engage with others, acceptance of diverse contexts and productivity, preparedness,</p> <p>h) Activated students' prior knowledge and helped make connections to course content, processes, and outcomes.</p> <p>i) Provided constructive formative feedback to learners throughout the course</p> <p>j) Used a variety of media and strategies to deliver information to learners (e.g., video, simulations)</p> <p>k) Provided authentic opportunities for learners to actively engage with information, process, skills, clients, and stakeholders.</p>	<p>f) Incorporated intercultural and international perspectives and engagement into content and learning experiences</p> <p>g) Integrate practices, pedagogies, curricula, and perspectives that support social justice, anti-racist, culturally responsive/sustaining, and/or anti-bias education.</p> <p>h) Demonstrates examples of community or civic engagement in classroom curriculum and pedagogy</p> <p>i) Demonstrates specific examples of contributing to the mission and vision of JMU, EERE, and/or the COE</p>
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Course Refreshing/Re-Design and Course / Program Development / Review

Demonstrates contribution re: engagement in activities such as but not limited to:

<p>SATISFACTORY: Provide specific evidence of a representative example of the following criteria. See artifact or evidence examples at the end of the document. Then use the teaching narrative to specifically focus on 1 of the following criteria in more depth.</p>	<p>EXCELLENT: Provide specific evidence of a representative example of the following criteria. For example, you can hyperlink your syllabus and provide a p.#. or provide qualitative feedback. Then use the teaching narrative to specifically focus on 1 of the following evidence in more depth. A rating of Excellence includes a representative sample from the SATISFACTORY contributions AND at least 1 of the following criteria. Then use the teaching narrative to specifically focus on 1 of the following criteria in more depth.</p>
<p>a) Stayed current with the subject matter</p> <p>b) Ensured course content is current, accurate, and meets the standards of the professional organization, professional accreditation, and effective higher education teaching</p> <p>c) Regularly reviewed course syllabus, design, content, learning activities, evaluation tools, etc. to ensure they are</p>	<p>a) Analyzed own teaching via a variety of tools and strategies</p> <p>b) Refined learning objectives based on assessment findings</p> <p>c) Adapted course processes and pace based on feedback (self, learner, other)</p> <p>d) Engaged in review and/or revision of existing courses so that they better represent the state of</p>

<p>reflect effective practice</p> <ul style="list-style-type: none"> d) Participates in program activities to assess and update the curriculum e) Regularly met with and collaborated with colleagues teaching other sections of the same course f) Regularly met with and collaborated with colleagues in the program to plan transitions and linkages across program courses/content g) Collaborated with colleagues, stakeholders and/or community members in development, delivery and/or assessment of learning 	<p>the profession, program, and education</p> <ul style="list-style-type: none"> e) Refined curricular content based on assessment findings f) Engaged in designing new courses that fill a gap or need in existing programs g) Guest-lectured in a colleague's course h) Brought guest lecturers into a course i) Co-Taught a course (co-planned, co-delivered, co-assessed, etc.) j) Other
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Student Support

Demonstrates contribution re: engagement in activities such as but not limited to:

<p>SATISFACTORY: Provide specific evidence of a representative example of the following criteria. For example, you can hyperlink your syllabus and provide a p.#. or provide qualitative feedback Then use the teaching narrative to specifically focus on 1 of the following evidence in more depth.</p>	<p>EXCELLENT: A rating of Excellence includes representative sample from the SATISFACTORY contributions AND at least 1 of the following criteria. Then use the teaching narrative to specifically focus on 1 of the following criteria in more depth.</p>
<ul style="list-style-type: none"> a) Maintained scheduled office hours including provisions for instructor absence b) Provided a variety of opportunities for communication with students (online, appointments, emails) c) Supported students experiencing challenging life contexts 	<ul style="list-style-type: none"> a) When appropriate, wrote letters of reference or recommendation for students seeking scholarships, employment, or further education b) Talk about ways you have supported students outside of the classroom

II. Professional Service

Service within JMU

Demonstrates contribution re: engagement in activities such as but not limited to:

<p>Satisfactory</p> <p>Provide specific evidence of a representative example of the following criteria. See artifact or evidence examples at the end of the document. /Then use the teaching narrative to specifically focus on 1 of the following criteria in more depth.</p>	<p>EXCELLENT: Provide specific evidence of a representative example of the following criteria. For example, you can hyperlink your syllabus and provide a p.#. or provide qualitative feedback. Then use the teaching narrative to specifically focus on 1 of the following evidence in more depth. A rating of Excellence includes a representative sample from the SATISFACTORY contributions AND at least 1 of the following criteria. Then use the teaching narrative to specifically focus on 1 of the following criteria in more depth.</p>
<p>a) Actively attended and engaged in program discussions and meetings</p> <p>b) Participated in faculty events such as college-wide meetings, graduations, orientations.</p> <p>c) other?</p>	<p>a) Served as a member of an active committee for the Program, Department, or College</p> <p>b) Mentored/Coached students within the Program, Department, or College</p> <p>c) other</p>

Professional development

Demonstrates contribution re: engagement in activities such as but not limited to

<p>SATISFACTORY: Engaged in 1 professional development opportunity in an academic year. Use the Service Narrative to expand on what you did for professional development and how it impacted your teaching or professional growth.</p>	<p>EXCELLENT: Engaged in at least 2 professional development opportunities in an academic year. Use the Service Narrative to expand on what you did for professional development and how it impacted your teaching or professional growth.</p>
<p>a) Engaged in professional development (on- and off-campus workshops: e.g. CFI, CIT, etc.)</p> <p>b) Sought alternative perspectives and approaches to instruction, content, and processes</p> <p>c) Engaged in a variety of self-directed professional development through</p>	<p>a) Engaged in professional development (on- and off-campus workshops: e.g. CFI, CIT, etc.)</p> <p>b) Sought alternative perspectives and approaches to instruction, content, and processes</p> <p>c) Engaged in a variety of self-directed professional development through</p>

<p>participation in on-and-off campus workshops, study groups, tutorials, reading and reflection of professional publications (within one's own discipline and related disciplines), observations of and/or critical discussions with professional colleagues (with own discipline and other disciplines), stakeholders, and community members, online learning modules.</p> <p>d) Other</p>	<p>participation in on-and-off campus workshops, study groups, tutorials, reading and reflection of professional publications (within one's own discipline and related disciplines), observations of and/or critical discussions with professional colleagues (with own discipline and other disciplines), stakeholders, and community members, online learning modules.</p> <p>d) Other</p>
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Goals

Teaching:
Service:

Evidence and artifacts that demonstrate criteria may include but is not limited to:

- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)
- Course Syllabus
- Examples of student work
- Letters and correspondence from former and current students, colleagues, and/or external partners
- Peer AUH CFI evaluation of instruction
- Course materials (e.g. presentation material, assignments, rubric, assessments)
- Copies of professional publications
- Pages from conference programs with session documents, PowerPoints, evaluations, etc.
- Copies of Professional and/or consulting reports
- Copies of meeting agendas, products, letters from committee chairs
- Copies of minutes, agendas, publication materials, etc. for special events
- Copies of conference programs, handouts from sessions attended, travel documentation, etc.
- Copies of grant proposals and application documents, receipt notification, reviewer feedback, etc.
- Current C.V.
- Informal student reflections
- Narrative of your strengths in light of COE or EERE or JMU mission and values as the framework--i.e., what is unique about you that fulfills those missions?
- Narrative-what does success look like for you this year in teaching
- Scholarship of Teaching and Learning presentation
- Workshop presentation for local school or organization

Performance that does not meet the Satisfactory Anchor status will be ranked Unsatisfactory

A Note About the Teaching and Service Narratives:

The Critical Reflection in the Teaching and Service Narratives should include thinking about your practice and ideas, stepping back and examining your thinking by asking probing questions. It involves looking at the past, the present, and speculating about the future of your practice and ideas. Critical reflection makes connections from experiences to actions, from ideas/positions/viewpoints to actions/products, and lessons learned and actions. Simply put it is the “what”, “so what”, “now what”, “what’s next” of our practice and ideas.

Approved by the Dean of COE: February 16, 2022.

Approved by the Provost: April 12, 2022