



Office of the Provost

Department of Educational Foundations and Exceptionalities

Evaluation and Procedures

Approved: 2023

Office of the Provost
James Madison University

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COLLEGE OF EDUCATION
Educational Foundations and Exceptionalities (EFEX) Department

ANNUAL EVALUATIONS AND PROMOTIONS & TENURE PROCEDURES

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EFEX UNIT PERSONNEL ADVISORY COMMITTEE

Purpose of the Personnel Advisory Committee (PAC)

According to the James Madison University Faculty Handbook Section III.E.2.a., each academic unit (AU) shall have a Personnel Advisory Committee (PAC). The EFEX PAC advises the AUH and makes recommendations on personnel matters within the unit. The primary purpose of the PAC is to make recommendations related to promotion and tenure, including annual progress towards tenure letters and to provide evaluation of EFEX faculty by means of midpoint review and compelling case review. The EFEX PAC will review the Faculty Annual Reports (FAR) of faculty members for the purpose of nominations for awards and other avenues of recognition each year.

The PAC is additionally charged with functions related to appeals of annual reviews and remediation. The EFEX PAC operates in accordance with procedures detailed in the James Madison University Faculty Handbook Section III.E.4.k and James Madison University EFEX Promotion and Tenure Guidelines.

The PAC is responsible to the academic unit faculty and to the Academic Unit Head (AUH) for conducting its functions, and the dean shall provide oversight of the work of the PAC to determine if it has followed appropriate procedures.

Terms of Membership

The EFEX department allows all tenured faculty the opportunity to be elected and serve on the EFEX PAC with regard to tenure and promotion applications. The full-time faculty of the EFEX department except the AUH are responsible for determining the composition and membership of the EFEX PAC. The rules for determining the membership of the EFEX PAC are approved by the EFEX faculty members, AUH, dean, and provost, and they shall be available to all members of the academic unit.

The EFEX PAC is composed of three tenured faculty members who are elected by the EFEX faculty members to serve a term of three academic years. **After completing their three-year term, the PAC member rotates off the committee and a new member begins their term. During Spring semester, EFEX faculty will receive a list of all tenured faculty and vote for one member to begin their three-year term during the next academic year.** If duly elected to the PAC, an EFEX faculty member is obliged to serve on the PAC for the duration of their elected term. If a PAC member is not able to complete their term, an election will be held, when needed, following the above procedures. The AUH is not eligible to serve on the PAC.

Any EFEX PAC faculty member who will be subject to a review by the PAC will not be able to participate in their own review; an alternate member must be assigned for that review by the AUH. The alternate member must be of the rank the faculty member is being reviewed for or higher. The alternate faculty should come from the department first, and if none are available, a faculty member from the COE may be assigned. Any member of the faculty being considered for Full Professor must be reviewed by a minimum of three Full Professors. The faculty should come from the department first, and if none are available, a faculty member from the COE may be assigned. The PAC may consult with the AUH about appropriate faculty to serve on this special EFEX PAC, if the current EFEX PAC is not comprised of three Full Professors. This special EFEX PAC will only serve as reviewers for those being considered for Full Professors. They will not engage in other PAC responsibilities.

The composition of the PAC will change slightly when a lecturer is seeking promotion. For lecturers seeking promotion, an ad hoc PAC will be formed to include at least one lecturer with at least one year of experience at

the rank the lecturer is being reviewed for or higher. The EFEX PAC will provide a list of eligible lecturers to the EFEX faculty, and then the faculty members will vote for one lecturer to join the EFEX PAC. The lecturer who joins the PAC for this purpose will only serve as a reviewer for the faculty member seeking lecturer promotion and will not complete any other PAC related activities.

For definitions of different faculty member and lecturer ranks, see the *Faculty Handbook, section III.B.4 Academic Faculty Ranks.*

PAC Procedures

PAC Chair. The PAC Chair is the PAC member with the most consecutive years on the PAC. Everyone elected to the PAC understands that they will serve as PAC chair during their third and final consecutive year on the PAC. The first meeting of a new PAC, at which the PAC Chair is to be affirmed, must take place prior to the first day of the fall semester in each academic year. To be eligible for selection to the PAC Chair, a PAC member must have served as a member of the PAC in the previous academic year. The duration of the PAC Chair's term is limited to one academic year. This does not preclude an individual EFEX faculty member serving as Chair of future PACs, but consecutive (back-to-back) terms are not allowed. If the incumbent PAC Chair resigns that position for any reason or becomes ineligible to serve on the PAC, a meeting of the PAC must be called immediately, and a new PAC Chair selected from the current PAC membership.

PAC quorum. Any decision or review voted on by the PAC requires votes to be cast by a minimum of three PAC members in order for the decision or review to be ratified. The ratification of any decision or review voted on by the PAC shall be determined by a simple majority of votes cast by members of the PAC.

Updating/revising/amending faculty documents. The EFEX PAC will follow the same process for updating/revising/amending the faculty initial, annual, promotion and tenure evaluations. These steps include:

1. The EFEX PAC will review the guidelines annually and provide suggestions for revisions to the EFEX faculty in order to be in compliance with the Faculty handbook and/or address other concerns raised by faculty.
2. The EFEX PAC will provide suggested revisions to the EFEX faculty and seek comments and feedback via an available JMU secure system such as TEAMS, Sharepoint, etc.
3. After receiving feedback, the EFEX PAC will decide if further committee work is needed to refine the language or if the document is ready for a faculty vote on the suggested changes.
4. When a majority (67%) of EFEX faculty have approved the suggested revisions, the document will be forwarded to the AUH, Dean, and Provost for approval.

Confidentiality: All members of the AUPAC must respect and maintain strict confidentiality of deliberations on all matters under their consideration.

Removal from the PAC: The EFEX PAC may by majority vote of the committee as a whole remove a member of the committee for violation of EFEX PAC rules. Any such action is subject to review by the AUH and the dean. Failure to maintain confidentiality may be grounds for removal from the AUPAC or for a misconduct charge under Faculty Handbook, Section III.E.2.a.

INITIAL FACULTY EVALUATION AND TIMELINE

The AUH shall provide a new faculty member with information concerning the academic unit evaluation procedures and criteria in the faculty member's first semester. The initial faculty evaluation includes a minimum of two conferences, an observation, any documents requested, and written evaluation. The initial evaluation shall be completed by the end of the **third** week of the second full semester of full-time employment at JMU.

The following policies and procedures apply to the initial evaluation:

Initial Evaluation Components and Timeline

1. Initial Conference Completed during first month of the first semester
2. Observation(s) Completed prior to last month of the first semester
3. Documentation As requested
4. Review Conference Completed within first week of beginning of the second semester
5. Final Evaluation Report Within 14 days (about 2 weeks) of review conference

1. Initial Conference

During the first month of the new faculty member's employment, the AUH shall schedule an initial conference to explain the evaluation process. The conference provides an opportunity for AUH and the faculty member to discuss the process, set goal(s) for the semester and co-create the new faculty members Faculty Anticipated Activity Plan (FAAP). The AUH may assign a mentor to the new faculty member **at this time or prior to September 30th**. In this meeting, they may also set a time for the AUH to observe the faculty member teaching during this semester. If it is not set at this time, it must be **set prior to September 30th**.

This is also a time when the faculty member should ask for advice in areas they feel they may need more assistance. For example, if the faculty member is having difficulty making contacts with schools or organizations for service, the AUH may point them in the right direction to make these contacts. Additionally, for scholarship, the AUH may direct the faculty member to others who share similar interests in order to collaborate on research. For teaching, the faculty member may request to visit or observe a classroom of a current faculty member who is known for exemplary teaching.

2. Observation

The faculty member and AUH shall have set an observation time at least 2 weeks prior to the observation or not later than September 30th. The faculty member shall submit a lesson guide to the **AUH at least 48 hours prior** to the observation. The lesson guide should contain at the minimum the key topics being taught and a description of activities and assessments. On the day of the observation the faculty member should have a designated place for the AUH to sit and provide a copy of all materials being used during the lesson if possible. The AUH will meet with the faculty member to provide observation **feedback within 2 weeks of the observation**.

3. Review Conference

Within the **first week** of the start of a new faculty member's **second** full semester, the AUH shall schedule an evaluation conference with the faculty member. The conference provides an opportunity to discuss the faculty member's first semester performance and professional needs as perceived by both the faculty member and AUH. Before this, the new faculty member should be working with their mentor to understand departmental procedures and ask questions.

4. Documentation

Either prior to or following the conference, the AUH may request that the faculty member supply information for review and evaluation purposes. This should include:

1. First semester teaching evaluations (See various options on the Teaching Evaluation Guidelines, Section A. Teaching Artifacts)
2. Progress toward scholarship (including manuscripts or research that is in the works and being planned)
3. Any service the faculty member has chosen to be involved in, although only participation in department and program meetings is required during their first year. Possible service documentation could be verifying email from meeting chair, agendas with attendance, sample resulting products, and thank you for service emails.

5. Written Evaluation

The AUH shall provide to the faculty member a written initial evaluation within 14 days of the evaluation review conference. The evaluation shall state whether the faculty member's overall performance has been acceptable or unacceptable. This will also suggest ways to improve and who to reach out to for support.

6. Dean's Review

A copy of the evaluation, signed by the faculty member and the AUH, shall be sent to the COE dean by the AUH. If the faculty member refuses to sign the evaluation, this refusal shall be noted on the evaluation when the AUH sends it forward to the dean.

7. Nonrenewal

Unacceptable performance as determined in the initial evaluation will normally result in nonrenewal of an appointment of an untenured first-year faculty member. AUPAC review of the faculty member's performance is required as specified in *Faculty Handbook, Section III.F.3* if the AUH finds that the faculty member's performance is unacceptable. The AUPAC review must be completed and sent to the dean within seven days of receiving a recommendation for nonrenewal of a first-year faculty member from the AUH. See *Faculty Handbook, Section III.F.3.c.*

8. Faculty Annual Report (FAR) and Faculty Anticipated Activity Plan (FAAP)

At the end of the first year, the faculty member will be asked to submit a Faculty Annual Report (FAR) and FAAP at the same time as the rest of their colleagues.

MIDPOINT REVIEW PROCESS

According to the James Madison University Faculty Handbook, Section III.E.4.m., the AUPAC and AUH must independently review the accomplishments of tenure track faculty at the midpoint of the probationary period, typically during the third year of candidacy.

As part of the tenure process at the EFEX department, a midpoint review must be submitted to the department AUH and AUPAC by **January 15th** of the faculty member's third year. The review should be in the form of an electronic portfolio. The materials should be well-organized and additional supporting evidence should be provided. All persons involved in the evaluation process shall respect and maintain the strict confidentiality of all relevant documents and deliberations as specified in Faculty Handbook, Section III.E.4.n.

Midpoint Evaluation Process

1. The faculty member completing midpoint review provides access to the electronic portfolio to all members of the AUPAC and AUH by January 15th of the faculty member's third year
2. Members of the AUPAC and AUH independently review the portfolio.
3. Afterwards, the faculty member will be observed teaching two separate times: once by one member of the AUPAC and once by the AUH. The observations will be completed by March 31st.
4. Then, the AUPAC and the AUH write separate letters evaluating the components of the portfolio and summarizing the teaching observation (see below)
5. The AUPAC gives a copy of the AUPAC letter to the AUH and faculty member by April 15th
6. Before the AUH submits the official written evaluation to the dean, there must be an opportunity for the faculty member to review and appeal the evaluation to the body designated by the academic unit. The faculty member has a maximum of seven days following receipt of the official written evaluation to make the appeal in writing. If the faculty member desires to appeal the AUH and/or the AUPAC decision, the faculty member will submit a written appeal to the College PAC (CPAC). The CPAC will review the appeal letter and the faculty member's portfolio, then decide whether to uphold the AUH and/or AUPAC decision. The CPAC will then notify the AUH, AUPAC, and faculty member. Failure to file a timely written appeal will result in the evaluation being sent forward to the dean, and no further appeal rights are available.
7. The AUH will forward the AUPAC and AUH letters to the Dean.

Components of the Electronic Portfolio

1. Introduction

- A. Introductory or overview document that focuses on the following:
 - Career path - a review of short and long-term goals related to this position
 - Philosophies related to the faculty member's professional goals at the personal, college, university, local and professional community levels, and narrative explaining their significance.
- B. Supporting documents:
 - Curriculum Vitae: A curriculum vitae provides an overview of the faculty member's professional career. Accomplishments made during the evaluation time should be highlighted (year one to present).
- C. Final FAR letter from AUH for each year.

2. Teaching

- A. The faculty member shall provide a statement on teaching and advising including philosophies, methodologies, materials developed, effectiveness, challenges, etc. Include a rationale for updates and changes made to any courses and course materials. There should be a reference and connection to the mission and vision of the EFEX department, COE, JMU, and professional community. The faculty member may use the EFEX Teaching Evaluation Guidelines as a guide for what to include in this section.
- B. Supporting documents as appropriate (evidence to support statements from Part 1):
 - Chart of teaching assignments
 - Ratings from the teaching evaluations sections from annual evaluation (FAR) for each year
 - Evidence of changes of courses/course materials
 - Syllabi from each different course taught
 - Samples of other formative evaluations
 - Advising lists (program and number of students) and description of roles and tasks

3. Scholarship

- A. The faculty member shall provide a statement on their research and scholarship agenda, including the impact of research/scholarship at various levels (local, state, and national/international). Make a connection between research and professional development activities. Future directions of research and scholarship should be also included. The faculty member may use the FAR rubric as a guide for what to include in this section.
- B. Regarding consulting activities, faculty members can only count an activity in one place in the FAR.
- C. Supporting documents (evidence to support statements from Part 1):
 - List of peer-reviewed and non-peer-reviewed publications
 - Professional development activities
 - List of presentations -- state, local, national, and international
 - Grant-writing and/or grant participation (state the role in this endeavor)
 - Consulting, using scholarly expertise
 - Created curriculum and materials beyond JMU use
 - Reviews completed (articles/books, conference proposals, etc.).

4. Service

- A. The faculty member will provide a comprehensive statement on their service activities, including the impact of their service at various levels (local, state, and national/international). There should be a reference and connection to the mission and vision of the EFEX department, COE, JMU, and professional community. Future plans for service at all levels should be included. The faculty member may use the FAR rubric as a guide for what to include in this section.
- B. Regarding consulting activities, faculty members can only count an activity in one place in the FAR.
- C. See Appendix A for instructions on Service activities and descriptions.

COMPELLING CASE

II. Cause and Process

Tenure-track faculty who wish to present a compelling case for early tenure and promotion must consult the AUH no later than May 1st directly prior to the October submission.

Faculty should present a written argument for the compelling case. A compelling case cannot be made based solely on excellent annual evaluations. A compelling case consists of extraordinary contributions to the James Madison community and the relevant scholarly community as well as extraordinary contributions in the field of teaching and learning.

The AUH shall consult with the dean as well as the outgoing and incoming Chairs of the Academic Unit Personnel Advisory Committee (AUPAC) regarding process, required documents, and potential deadlines.

The AUH and outgoing and incoming AUPAC chairs shall consult with the faculty member no later than May 15.

The consultation shall not assign probability of success.

The AUH and AUPAC Chairs shall clarify, along with the faculty member, appropriate processes, deadlines, and submission guidelines.

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:

- Three or more names of peers who the AUH can contact to obtain letters of evaluation and who possess at least equal rank as the level to which the candidate is seeking promotion. At least one letter must come from a source outside of the university. These letters shall be confidential and requested by the AUH or AUPAC. The faculty member shall not have the right to review outside letters of support.
- 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.

IV. Compelling Case Guidelines – Assistant to Associate Professor

General Requirements

No individual component of any annual evaluations shall be less than EXCELLENT, resulting in an overall rating of ACCEPTABLE on all annual reviews.

Scholarship – General

The faculty member shall present evidence of significant and original scholarship that surpasses EFEX's expectations as stated in the departmental governance documents and which represents extraordinary contributions to the academic and scholarly community.

The faculty member shall present a well-organized statement 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 at JMU. This statement should include a continuing research agenda, abstracts or drafts of works in progress, potential journals to which works will be submitted, and a schedule of submission dates.

The faculty member shall present evidence of a sophisticated, productive, and original research agenda that has moved beyond dissertation and/or doctoral studies work and which includes first author position or single-authored works.

Scholarship – Specific

The faculty member shall present a list of peer-reviewed publications, with appropriate citations, completed since arrival at James Madison University. The list shall include:

- Journal information to include, but not be limited to:
 - acceptance metrics distribution information,
 - citation metrics, and
 - independent outside reviews of articles, books, performances, or keynote addresses.
- In cases of multi-authored works, the faculty member shall present a letter from the lead author which outlines the significance of the faculty member's contributions. This letter should be addressed to the AUH and will be considered confidential and non-reviewable by the faculty member.

Scholarship – Grants

Only grants in which the faculty member is the Principal or Coprincipal Investigator shall be considered in cases of consideration for early tenure and promotion. The faculty member should provide a narrative of their role in the grant submission and execution.

Teaching

Teaching shall include an assessment of classroom pedagogy through peer reviews and student evaluations, curriculum development, and outside reviews of syllabi, course proposals, and other similar curriculum development documents.

- The applicant shall present no fewer than three (3) peer reviews of teaching from faculty within the department or duly approved faculty from outside the department or College of Education. These reviews shall be presented with the dossier and shall comment upon appropriate pedagogies, capacity to transmit disciplinary knowledge to students, and all other departmental policies aligned with peer-reviews of teaching.

- The program/area coordinator will write a letter noting the faculty member's extraordinary teaching performance and the significance of the faculty member's contributions to curricular development, program enhancements, and pedagogical innovations.
- The faculty member shall demonstrate a commitment to curriculum development, syllabus design, and pedagogical enhancements.

Service

Service is defined as professional contributions to the university and broader academic communities. The faculty member seeking early tenure and promotion should demonstrate leadership in service capacities and not simply participation.

Service Requirements

- See Appendix A for instructions on Service activities and descriptions
- The faculty member for early tenure and promotion shall present a letter from the program/area coordinator demonstrating the significance of their service to the program.
- The faculty member shall present evidence of election or appointment to state, regional, and/or national/international organizations closely related to their area(s) of expertise.
- The faculty member shall present a letter from the organization leadership team outlining the significance of the faculty member's contributions to the organization. These letters shall be confidential and not subject to review by the faculty member.
- The faculty member shall submit other documentation related to service that demonstrates achievements above normal expectations.

V. Recommendation

The written recommendations of the AUH and AUPAC shall include a justification of their conclusions. The recommendations shall be submitted to the dean by Nov. 15, and a copy of the recommendations shall be provided to the faculty member.

Compelling Case- Associate to Full Professor

Administrative Jurisdiction and Procedures

I. Policies of James Madison and Education Foundation and Exceptionalities Department

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 a minimum period at any rank of a tenure-line faculty is determined in the initial contract with the norm being five years. Any application made prior to the year agreed to in the initial contract or prior to the minimum of five years in current rank can be submitted; however, a compelling case must be made.

The Department of Educational Foundations and Exceptionalities sets one year prior to the initial norm period of five years as the time that the faculty member can submit a dossier for early promotion and tenure review. This would make the completion of four years at current rank required for early tenure unless otherwise specified in their initial contract.

General Requirements

No individual component of any annual evaluations shall be less than EXCELLENT, resulting in an overall rating of ACCEPTABLE on all annual reviews

II. Cause and Process

Tenure-track faculty who wish to present a compelling case for early promotion must consult the AUH no later than **May 1st directly prior to the October submission.**

Faculty should present a written argument for the compelling case. A compelling case cannot be made based solely on excellent annual evaluations. A compelling case consists of extraordinary contributions to the James Madison community and a national reputation in their respective scholarly community as well as extraordinary contributions in the field of teaching and learning. The faculty member will explain why and how they believe they have demonstrated a pattern of extraordinary levels of productivity, contribution, and acclaim within the time period under review at JMU. No individual component of any annual evaluations shall be less than EXCELLENT, resulting in an overall rating of ACCEPTABLE on all annual reviews at that rank (i.e., all the years the faculty member served at the rank of associate professor).

The AUH shall consult with the dean as well as the outgoing and incoming Chairs of the Academic Unit Personnel Advisory Committee (AUPAC) regarding process, required documents, and potential deadlines.

The AUH and outgoing and incoming AUPAC chairs shall consult with the faculty member no later than May 15.

The AUH and AUPAC Chairs shall clarify, along with the faculty member, appropriate processes, deadlines, and submission guidelines.

III. Submission of all Required Documents

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

- Three or more names of peers outside of the JMU community who the AUH can contact to obtain letters of evaluation and who possess at least equal rank as the level to which the candidate is seeking promotion. The AUH will select 2 names from this list along with 1 other faculty member peer outside of the JMU community not on the list provided from whom to request letters of evaluation. These letters shall be confidential and requested by the AUH or AUPAC. The faculty member shall not have the right to review outside letters of support.

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

IV. Compelling Case Guidelines – Associate to Full Professor

General Requirements

No individual component of any annual evaluations shall be less than EXCELLENT, resulting in an overall rating of ACCEPTABLE on all annual reviews.

Scholarship – General

The faculty member shall present evidence of significant and original scholarship that surpasses expectations and which represents extraordinary contributions to the academic and scholarly community.

The faculty member shall present a well-organized statement of a continuing research agenda, abstracts or drafts of works in progress, potential journals to which works will be submitted, and a schedule of submission dates.

The faculty member shall present evidence of a sophisticated, productive, and original research agenda that includes first author position or single-authored works.

Scholarship – Specific

The faculty member shall present a list of peer-reviewed publications, with appropriate citations, completed since arrival at James Madison University.

The list shall include:

- Journal information to include, but not be limited to:
 - acceptance metrics distribution information,

- citation metrics, and
 - independent outside reviews of articles, books, performances, or keynote addresses.
- In cases of multi-authored works, the faculty member shall present a letter from the lead author which outlines the significance of the faculty member's contributions. This letter should be addressed to the AUH and will be considered confidential and non-reviewable by the faculty member.

Scholarship – Grants

Only external grants in which the faculty member is the Principal or Coprincipal Investigator shall be considered in cases of consideration for early promotion. The faculty member should provide a narrative of their role in the grant submission and execution.

Teaching

Teaching shall include an assessment of classroom pedagogy through peer reviews and student evaluations, curriculum development, and outside reviews of syllabi, course proposals, and other similar curriculum development documents.

- The faculty member shall present evidence that demonstrates responsiveness to student evaluation of teaching performance for each evaluation period.
- The applicant shall present no fewer than three (3) peer reviews of teaching from faculty within the department or duly approved faculty from outside the department or College of Education. These reviews shall be presented with the dossier and shall comment upon appropriate pedagogies, capacity to transmit disciplinary knowledge to students, and all other departmental policies aligned with peer-reviews of teaching.
- The program/area coordinator will write a letter noting the faculty member's extraordinary teaching performance and the significance of the faculty member's contributions to curricular development, program enhancements, and pedagogical innovations.
- The faculty member shall demonstrate a commitment to curriculum development, syllabus design, and pedagogical enhancements.

Service

Service – General

Service is defined as professional contributions to the university and broader academic communities. The faculty member seeking early tenure and promotion should demonstrate leadership in service capacities and not simply participation.

Service Requirements

- See Appendix A for instructions on Service activities and descriptions.
- The faculty member for promotion shall present a letter from the program/area coordinator demonstrating

the significance of their service to the program.

- The faculty member shall present evidence of election or appointment to national / international organizations closely related to their area(s) of expertise.
- The faculty member shall present a letter from the organization leadership team outlining the significance of the faculty member's contributions to the organization. These letters shall be confidential and not subject to review by the faculty member.
- The faculty member shall submit other documentation related to service that demonstrates achievements above normal expectations.

V. Recommendation

The written recommendations of the AUH and AUPAC shall include a justification of their conclusions. The recommendations shall be submitted to the dean by Nov. 15, and a copy of the recommendations shall be provided to the faculty member.

FACULTY MENTORSHIP POLICY

The EFEX department provides mentorship for members of the faculty in their academic career, with particular attention to new faculty members, and aims to address goal-setting and attainment, teaching, research productivity, and service commitments. It ensures that all faculty members have a full understanding of the College of Education's and James Madison University's mission, strategic plan, and significant policies and procedures, particularly those for reappointment and promotion. It aids with access to resources, priority setting, professional and organizational leadership, networking, advising students, and personal career issues.

Mentorship requires building a mutually rewarding relationship, proactive participation in the different aspects of the mentee's academic and professional life, assessment of short-term as well as long-term goals, and continuous evaluation and reevaluation of goals and achievements. The mentor-mentee relationship is predicated on a reciprocal commitment. In the EFEX department, the mentorship program helps the mentee to establish an agenda for working toward his/her professional development goals and provides the necessary support to achieve his/her goals and gain insight into the realities of building an academic career.

The EFEX Department shall:

- Provide mentorship to all incoming faculty
- Provide needed resources to maintain the mentorship program
- Implement, monitor, and conduct regular evaluations of the mentorship program
- Provide information on career advancement and promotion through various media.

Individual Mentorship Program

The formal individual mentorship program includes: 1) a mentor/mentee component, and 2) AUH leadership. The plan and expectations for each role are outlined below.

Mentor/Mentee Component

A mentor/mentee match is made by the Academic Unit Head (AUH). It is understood that all assistant professors prior to the midpoint review, as well as all newly appointed full-time, tenure track faculty at any rank, will have a mentor. In addition, any other faculty wishing to have a mentor may make this request of the AUH. At minimum, junior faculty will receive mentorship until a successful midpoint review but can request to continue until the successful completion of their initial tenure and promotion. It is expected, therefore, that faculty will take advantage of the program. Appointment of a primary mentor from the EFEX department does not preclude the mentee from having one or more additional mentors either inside or outside the College of Education.

Responsibilities of the Academic Unit Head (AUH)

The Academic Unit Head (AUH) of the EFEX department plays an important role in the success of the mentoring relationship. At the faculty initial meeting that takes place during the first weeks of their first semester, the AUH will gather information in order to select a mentor. It is possible that the AUH will select co-mentors at this time. The AUH will send an official letter to a mentor and mentee within two weeks of the initial meeting.

The AUH and mentee then meet at least once per semester to review progress and identify and resolve issues. This meeting may or may not be designated to include the mentor. At the end of the year during a Faculty Annual Report (FAR) meeting, the faculty member provides the AUH with a written report of their success in meeting the

goals established at the start of the year. This annual process of review is repeated in subsequent years until the faculty member is promoted or receives tenure as appropriate to the individual's initial appointment.

Role of the AUH

- Holds overall responsibility for the success of the mentoring program including formal mentor and mentee development training programs.
- Ensures that the mentorship program is implemented and conducts periodic evaluation of the success of the program.
- Meets with faculty upon appointment and prior to the start of each subsequent year to identify their teaching responsibilities and set goals for the year. Meets new and junior faculty at least once per semester to assess their progress and to identify and resolve issues. These meetings may or may not be designated to include the mentor.
- Surveys each mentor/mentee pair at the end of the year to appraise the progress of the pairing.
- Works with other faculty to identify faculty to serve as mentors, identify faculty needing mentors, and match mentors and mentees.
- Ensures that mentors are acknowledging their mentor role within their Faculty Activity Report.
- Reports on the progress of new and junior faculty to the Dean of the College of Education at appropriate points during the year.

Role of the Faculty Mentor

- Participates in provided mentorship activities.
- Reaches out to mentees to insure the development and maintenance of relationships.
- Makes time for a mentee and holds meetings with the mentee at least twice per semester.
- Provides opportunities for discussion and reflection on careers and the mentor/mentee relationship.
- Reviews specific short- and long-term goals with the mentee and monitors progress toward these goals.
- Provides guidance, information, and feedback relative to research productivity, teaching effectiveness, service obligations, and the COE and JMU mission and strategic plan as well as significant policies and procedures, particularly those for reappointment and promotion.
- Assists the mentee with developing professional and organizational leadership skills, goal setting, access to resources, advising students, and personal career issues.
- Acts as an advocate for the mentee by connecting them with an appropriate local and national network of colleagues and resources.
- Helps mentee to set priorities, manage time, and make wise choices among options and opportunities.
- Provides counsel and strategies for working within a team framework.
- Review's progress and helps facilitate the mentee's success in meeting the established and agreed upon goals.
- Works closely with AUH by noting mentor-mentee contacts at the end of each semester and at the end-of-year, addressing issues as they arise, and changing the mentor/mentee meeting arrangements if appropriate.
- Maintains strict confidentiality.

Role of Faculty Mentee

- Takes full responsibility for their career.
- Participates in mentorship activities, such as any orientation, training programs, and evaluation that may

be provided.

- Reaches out to the mentor and ensures the development and maintenance of their relationship.
- Remains open to the need for mentorship in certain areas.
- Sets short- and long-term goals and provides the mentor with a progress report.
- Makes time for, initiates, and holds regular meetings with the mentor.
- Meets with the AUH at least once per semester to review progress and to resolve issues.
- Identifies and discusses perceived conflicting career advice with AUH and mentor.
- Takes responsibility for documentation of mentorship meetings.
- Makes themselves familiar with College of Education and JMU criteria, policies, and procedures regarding faculty reappointments, promotions, and tenure.
- Makes themselves familiar with the College of Education and JMU mission and vision statements.
- Maintains strict confidentiality.

MERIT PAY POLICY

The EFEX department shall distribute merit pay equally among all faculty members who receive “acceptable” as an overall rating on their Faculty Annual Reports (FAR).

ANNUAL EVALUATION (FACULTY ACTIVITY REPORT)

According to the James Madison University [Faculty Handbook Section III.E](#), all full-time instructional faculty members are subject to annual evaluation of their performance. The AUH is the evaluator for the following performance areas in the FAR:

- teaching
- scholarly achievement and professional qualifications
- 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. The methods by which these areas are to be evaluated are described below.

The EFEX Department will follow the evaluation process as outlined in the Faculty handbook and outlined below.

III.E.4.c. Preliminary Evaluation

A preliminary written evaluation is to be given to each faculty member by the AUH prior to the regular annual evaluation conference. The preliminary evaluation must be given to the faculty member at least one day prior to the scheduled conference.

III.E.4.d. Conference

The evaluation conference must provide an opportunity to discuss the faculty member's performance, professional contributions, and needs as perceived by both the faculty member and AUH. The conference may be cancelled by mutual agreement of the faculty member and the AUH, if both agree on the terms of the preliminary evaluation.

III.E.4.e. Official Evaluation

The official written evaluation must not be finalized until after the evaluation conference, unless the faculty member and AUH determine that no conference is required.

III.E.4.f. Deadline

The AUH must provide the official written evaluation to the faculty member by Oct. 1. Any failure to meet this deadline will extend the appeal process by the number of days the written evaluation is late. 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.

III.E.4.g. Appeal

Before the AUH submits the official written evaluation to the dean, there must be an opportunity for the faculty member to review and appeal the evaluation to the AUPAC. The faculty member has a maximum of seven days following receipt of the official written evaluation to make the appeal in writing.

Failure to file a timely written appeal will result in the evaluation being sent forward to the dean, and no further appeal rights are available.

III.E.4.h. Review Criteria

In considering an appeal, the crucial questions for the reviewing body are whether all relevant information was objectively reviewed by the AUH in accordance with evaluation criteria established by the academic unit and whether the AUH evaluated similar achievements among similarly situated academic unit members using the same standard of judgment. The recommendations of the reviewing body will be given to the AUH, with a copy to the faculty member and the dean. The reviewing body may recommend that the AUH's evaluation be upheld or modified. If the AUH agrees with the recommendations of the reviewing body, they will take the appropriate action and either confirm or modify their original evaluation. The AUH will notify the reviewing body, the faculty member, and the dean of their decision. The appeal process in the academic unit must be completed by Oct. 21. The evaluation process is not final until any appeal has been completed.

III.E.4.i. Final Evaluation

The faculty member and the AUH must sign the final evaluation, and the AUH will send a copy of it to the dean by Oct. 28. If the faculty member does not sign the final evaluation, the AUH will forward it to the dean with a notation that the faculty member declined or failed to sign. If the AUH's evaluation is not modified as recommended by the reviewing body, the dean will review the AUH's evaluation and the reviewing body's recommendations to determine whether the AUH's evaluation will be upheld or modified. The dean is not bound by the reviewing body's recommendations and may take any action on the evaluation they deem appropriate. The decision of the dean on the evaluation is final and is not subject to appeal.

This following outline offers a standard format to be used by faculty within the EFEX department in presenting annual evaluation of their performance. The outline gives direction on which activities or accomplishments should be included in designated areas. The rubric includes descriptions of quality within those domains. In preparing a Faculty Annual Report (FAR), the faculty member should emphasize the reporting of evaluative data (i.e., to assist the reader with an understanding of how each activity contributed to the field and/or the University).

The faculty member shall submit a completed form and links to artifacts electronically to the AUH by June 1st. In addition, the faculty member will complete a short survey regarding annual productivity as requested by the AUH. If the faculty member would like to receive formative feedback and/or be considered for COE awards, they should submit their FAR and electronic student evaluations of teaching (SETs) to the AUPAC chair by the abovementioned deadline. Since the PAC does not meet during the summer, feedback will be provided to any faculty member who requested feedback from the PAC on their FARs by the end of September in the upcoming school year.

The faculty member should include only activities conducted within the prescribed time period (each academic school year beginning with the summer semester). They should provide information in the requested formats and page lengths. Tables may be added as needed and do not count toward the overall page length. The faculty member should consult the accompanying EFEX FAR rubric for qualitative descriptions in each category.

I. Personal Data

- Name
- Department
- Current rank and title(s)
- Year of effective appointment to present rank.

II. Teaching

James Madison University was established as a teaching college and thus values the preparation of quality teachers and quality teaching overall. The College of Education's mission statement emphasizes this sentiment "... and who can enter competently into positions of teaching and educational leadership, civic responsibility, and national service. The personal and professional development of students is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate, and professional programs." The development of quality teachers requires faculty who demonstrate effective and innovative teaching methods and overall student support.

The criteria for evaluation of teaching in EFEX centers on multiple activities: teaching evaluation and reflection, innovations and program development, and overall support of student development. Demonstration of activities in these areas are required for Satisfactory or Excellent ratings in teaching.

For an **Excellent** rating in teaching, the faculty member must qualify for Satisfactory, then build upon the criteria in the following ways. The first is to include additional formative evaluation methods and demonstrate ways you provided a timely response to student feedback. The second is to build upon the criteria for Satisfactory by demonstrating each required activity in a majority of the courses taught during the year and by demonstrating multiple efforts connected to overall student support. This shift from demonstrating qualities in some courses to a majority of courses presents a consistently higher quality of effort and performance related to teaching.

For a **Satisfactory** rating in teaching, the faculty member is required to demonstrate multiple qualities associated with quality instruction. Student feedback was collected, reflected on and future actions discussed for some courses. The faculty member shall demonstrate the other behaviors listed in the rubric below that contribute to quality instruction and to overall student support.

A1. Teaching Evaluations

The faculty member shall complete this chart describing their faculty load.

Semester	Courses Taught	Number Students/Credit Hours
Summer		
Fall		
Spring		

Note: Example of Teaching Evaluation Table.

A2. Teaching Artifacts: Below is a list of possible artifacts that faculty can select from to demonstrate their teaching effectiveness. Make sure you identify which artifact(s) you selected.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty submits and discusses course evaluations OR alternative artifacts (ONE per artifact per semester) that are indicative of excellence in teaching, which may include the following</p> <ul style="list-style-type: none"> ○ Student Evaluations of Teaching (SETs) ○ AUPAC Observation Feedback ○ AUH Observation Feedback ○ Peer Observation Feedback ○ Self-Study Description ○ Representative Assignment (including rubric AND student work samples) ○ Student letters ○ Non-Peer Reviewed publications of teaching approaches/techniques ○ Other (must be approved by AUH) 	<p>Faculty submits and discusses course evaluations OR alternative artifacts (ONE artifact per semester) that are indicative of satisfactory in teaching, which may include the following:</p> <ul style="list-style-type: none"> ○ Student evaluations of teaching (SETs) ○ AUPAC Observation Feedback ○ AUH Observation Feedback ○ Peer Observation Feedback ○ Representative Assignments (including rubric AND student work samples) ○ Student letters 	<p>Fails to meet criteria for satisfactory rating.</p>

* If using Course Evaluations for a semester, please submit all course evaluations for that semester.

A3. Reflective Practices

Narrative on Teaching: The faculty member shall provide a narrative on teaching based on the formal and informal assessment data presented above. Discuss the following either separately or in combination. Use headings to clarify your chosen organizational system (recommended length - 2 pages, single-spaced, Times New Roman 12-inch font, one-inch margins). All teaching artifacts must be accompanied by an explanation of the procedure, purpose or use of the artifact **AND** analysis/reflection.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty submits and discusses one artifact per semester that is indicative of excellence in teaching.</p> <p>Faculty discusses thematic patterns that emerge from both formative and summative assessment; these discussions reveal careful, systematic analysis of comments, observations and personal reflections patterns that emerge from learners and self in more than one course or section.</p> <p>AND</p> <p>Faculty discusses specific actions planned as a result of the insights gained from formative and summative assessments for more than one course or section.</p>	<p>Faculty submits and discusses one artifact per semester that is indicative of satisfactory in teaching.</p> <p>Faculty discusses thematic patterns that emerge from both formative and summative assessments; these discussions reveal careful, systematic analysis of comments and address patterns that emerge from students and self in one course or section (or discusses multiple courses/sections superficially).</p> <p>AND</p> <p>Faculty discusses specific actions planned as a result of the insights gained from formative/summative assessments for one course or section (or discusses multiple courses/sections superficially).</p>	<p>Fails to meet criteria for satisfactory rating.</p>
<p>If SETs are selected to serve as the faculty's artifact, they demonstrate excellence in teaching and/or student comments from them provide consistent evidence that students have learned and been challenged. If using SETs for a semester, please submit all course evaluations for that semester.</p>	<p>If SETs are selected to serve as the faculty's artifact, they demonstrate satisfactory in teaching and/or student comments from them provide inconsistent evidence that students have learned and been challenged.</p>	

B. Innovations in Teaching: Description of specific efforts to keep course content and delivery current, or to design new courses incorporate current best practices. You may discuss the impact of the activities you listed in the Professional Development section (page 1), if you wish. You may also discuss efforts to design new courses, experiment with new instructional approaches, to integrate technology, to integrate issues and strategies for access and equity, to integrate knowledge and skills associated with effective inter-cultural engagements, and/or the impact of engaging in additional training and professional development activities.

- Enumerate related activity in no more than 2 pages (tables do not count towards the page length).
- The use of tables and bulleted lists in the narrative is encouraged for support/clarification.
- If selected, discuss the impact of the activities listed in the Professional Development section.

Course Prefix and Title	Type of Innovation (review, evaluate, revise, platform transfer)	Status (submitted, under review, approved, denied)	Program

Note: Example of Teaching Innovation Table.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty discusses specific efforts to keep content and delivery current for <u>more than one course or section</u> AND/OR Faculty describes efforts to design new courses.</p> <p>Discussion describes incorporating current research, theory, or effective practices regarding course and instructional design and includes innovations such as:</p> <ul style="list-style-type: none"> ○ integration of knowledge and skills related to diversity issues and skills.* ○ Integration of avenues for access into curriculum and delivery ○ the integration of emerging research, ○ experimentation with new instructional approaches, ○ adoption of new texts or teaching materials, ○ integration of technology, ○ designing learning activities that engage learners in applying their knowledge and skills in authentic contexts ○ alignment with program, college, and university goals <p>As described above, discussions can demonstrate the impact of activities listed under “professional development” for purposeful engagement, and/or collaborative activities (e.g., CFI, training sessions, etc.).</p>	<p>Faculty discusses specific efforts to keep content and delivery current for <u>only one course or section</u>.</p> <p>Discussion incorporates current research, theory, or effective practices regarding course and instructional design and includes innovations such as the integration of technology, purposeful engagement and/or collaborative activities, (e.g., CFI, training sessions, etc.).</p> <p>OR</p> <p>Description of multiple courses or sections, but not an in-depth incorporation of best practices.</p>	<p>Fails to meet criteria for satisfactory rating.</p>

C. Additional Activities (Required for Excellent - see the rubric below).

1. The faculty member shall describe additional activities, they have been involved in this year from those listed below, and their role in those activities. Enumerate on activity(ies) in no more than 2 pages (tables do not count towards the page length)
2. Administrative and/or other reassigned time - If applicable, describe work completed through any administrative assignments or reassigned time awarded if not covered anywhere else in the FAR.

Additional Activities: In order to demonstrate **Excellence** in Teaching, the faculty member engages and reflects upon one or more of the following activities.

Collaboration to shape courses that include learner engagement in authentic contexts: Evidence of impactful efforts to collaborate with members of the department, college, and beyond (e.g., with other institutions or with professional practitioners). Examples include team teaching/co-teaching; partnerships within or across departments in the university and/or with other institutions, schools, agencies, businesses; guest speakers; etc. Faculty member discusses how this collaboration shapes field placements or courses.

Additional Work with Students: Evidence of work with students outside regular classroom settings (e.g., independent studies, comprehensive exams, honors and/or graduate thesis/project committees, taking students to professional meetings, mentoring student presentations at conferences, including students in research projects, supporting learners' capstone project).

Course Prefix and Title	Description

Note: Example of Collaboration to Shape Courses/Field Placements Table.

Number of Current Advisees	Program Name	Brief Description of Activities

Note: Example of Advising Table.

Student's Name	Activity	Your role (e.g. chair, member)	Beginning /Ending Date

Note: Example of Additional Student Support Table.

Student Name	Type of Recognition	Description of Support

Note: Example of Additional Student Support (letter of recommendation, references)

III. Scholarship

Exploration and construction of new understanding, in service to the human community, is a fundamental responsibility of James Madison University and its members. The College of Education's mission statement echoes this sentiment by emphasizing the goal of "stimulating creativity...and encouraging the testing of hypotheses and reinterpretation of the human experience." Investigating and publicly sharing information in order to improve educational outcomes is reflected in scholarship of the EFEX department.

The criteria for evaluation of scholarship in EFEX center on two fundamental types of activity: peer-reviewed publications and "additional activity." Both are required for Satisfactory or Excellent ratings in scholarship. Presentations and ongoing research activity must be completed between May 1st and April 30th of the reporting year. Publications in progress can be included under the Engaging in Research category.

- Peer-reviewed publications are defined as journal articles, books, or book chapters that contribute to an education-related field of study and that have undergone "external review by experts in the field."
- The category "additional activities" encompasses other ways in which faculty leverage their scholarship, through deep preparation and collaboration, to broaden their professional perspective. The EFEX FAR rubric describes a list of activities that qualify (e.g., grant authorship, conference presentations, etc.).
 - The EFEX FAR rubric articulates a clear distinction between activities that qualify as scholarship and activities that qualify as service. Please note the four characteristics required for scholarship activities and how they differ from service activities in terms of time spent preparing and follow up.

For an **Excellent** rating in scholarship, the faculty member must qualify for Satisfactory, then build upon the criteria in one of two ways. The first is to incorporate a second peer reviewed publication within the previous three-year period, for a total of two publications and two additional activities. The second option for building upon the criteria for Satisfactory is to demonstrate "extensive" work in both additional activities, as defined in the rubric. The category of extensive work is intended to honor the distinction between an episode of involvement and ongoing effort with evidence of leadership in the project.

For a **Satisfactory** rating in scholarship, the faculty member is required to have published one peer-reviewed item in the previous three-year period. This flexible schedule allows for the vagaries of research and publication timelines, which are often out of the faculty member's control. In addition, the faculty member must give evidence of two additional scholarly activities, as per the rubric, *in the current year*.

Scholarship Rubric

This form is for use in conjunction with the Faculty Activity Report form.

***Peer Reviewed Publications:**

A minimum of one of the following peer-reviewed publication types must be published every three years: journal article, book, or book chapter that contributes to an education-related field of study.

Note: A minimum of two peer-reviewed pieces accepted for publication are expected by the time the

faculty member applies for tenure and/or promotion. *We define peer review as “external review by scholars in the field.”* See also <https://www.editage.com/insights/7-common-types-of-academic-peer-review>

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> Two peer reviewed publications accepted within the 3-year cycle (state the date of submission or completion) AND two additional activities in the current year (none requiring extensive work) OR One peer reviewed publication accepted within the 3-year cycle (state the date of submission or completion) AND two additional activity categories in the current year with evidence of extensive work in those categories 	<ul style="list-style-type: none"> One peer reviewed publication within the 3- year cycle (state the date of submission or completion) AND two additional activities in the current year (without evidence of extensive work). 	<ul style="list-style-type: none"> Fails to meet criteria for satisfactory rating

Additional Activity Categories:

Categories	# Completed
<i>Faculty member engages in quality, respected work in the following areas:</i>	
<u>Non-Peer Reviewed Publications:</u> Describe and explain how the publication uses scholarly expertise. Provide evidence that this publication has made an impact and/or had significance in an education-related field of study (i.e., APT reports, publication in a newsletter/blog/magazine/website, etc.).	
<u>Presentations at National or International Conference:</u> At least one peer reviewed presentation where you are the first or second author.	
<u>Presentations at Local, State, Regional Conferences:</u> At least two peer reviewed presentations, which use scholarly expertise in the current academic year.	
<u>Engaging in Research:</u> Evidence of quality research that informs the profession (e.g., ongoing research that has not been published. If this is the extension of the previous work, describe how this work has progressed since the last FAR.) State the anticipated date of submission or completion.	
<u>Grant Writing:</u> Evidence of attempts, successful and unsuccessful, to obtain funding (e.g., describe your role in the grant writing process).	
<u>Participation in Grant Activities:</u> Executes grant-related tasks (e.g., scholarship forms, final reports, participation in grant meetings, budget review, responsible for grant deliverables, etc.).	
<u>Curriculum and Materials Developed for Use beyond JMU Coursework:</u> Describe and	

explain how this work uses scholarly expertise.	
<u>Reviews Completed:</u> Describe the types of review (e.g., journal articles, book reviews, chapter reviews, conference proposals, etc.) and include the titles and the number of reviews completed for each.	

Activities to be classified as scholarship are defined as (1) collaboration with an organization/entity (2) that is informed by scholarship and (3) requires the faculty member to engage in extensive preparation/ interaction and (4) could result in a broadened and/or deepened perspective for the faculty member. Compare this to an activity that the faculty member could do with minimal preparation and minimal follow-up interaction. The latter activity would be classified as providing a service to the organization/entity (i.e., in-service or conference presentation).

Extensive work is defined as comprehensive work that (1) builds either in breadth (multiple iterations) or depth (focused or sustained activity) and (2) requires substantial time and effort on the part of the faculty member AND/OR makes an impact in the field.

IV. Service

See Appendix B for Service information.

FACULTY ANTICIPATED ACTIVITY PLAN

A faculty member's Faculty Anticipated Activity Plan (FAAP) provides a forward look at goals and initiatives planned for the next academic year. All faculty goals and initiatives should clearly relate to the mission, values, and goals of the academic unit, the College of Education, and James Madison University.

While the FAAP primarily summarizes plans for the upcoming academic year, long-range goals and projects are valued and acceptable when appropriate.

The FAAP outlined herein describes the goals, initiatives, and projects of the faculty member. The current FAAP covers the academic year and is valid for one year. The faculty member should relate, when possible, their goals with the established EFEX and College of Education goals and initiatives. These goals are provided in each section of the FAAP. The faculty member should indicate, when possible, to which goal or goals their planned activities relate.

In considering a FAAP, faculty members should consult with the Academic Unit Head prior to final submission. The faculty members shall submit a completed form electronically to the AUH by June 1st. New faculty Members will submit a co-constructed with the AUH as part of their initial evaluation process

Faculty members should use the following outline for their FAAP.

Name: _____

Rank: ___ RTA ___ Assistant Professor ___ Associate Professor ___ Professor Plan for

Academic Year: _____

Date: _____

Area I: Teaching and Pedagogical Innovation

The normal teaching load within the EFEX department is three (3) courses per term. The faculty members must complete the following chart on anticipated instructional responsibilities based on the needs of the program with which they are most closely aligned.

Section 1: Teaching Load

Scheduled Summer Semester

Prefix and Number	Course Name	Credit Hours	Mode (i.e., online, face to-face, hybrid)	Anticipated Course Modifications (if applicable)

Scheduled Fall Semester

Prefix and Number	Course Name	Credit Hours	Mode (i.e., online, face to-face, hybrid)	Anticipated Course Modifications (if applicable)

Anticipated Spring Schedule

Prefix and Number	Course Name	Credit Hours	Mode (i.e., online, face to-face, hybrid)	Anticipated Course Modifications (if applicable)

College of Education Goals	EFEX Goals

Note: Check all goals that are appropriate.

2: Innovative Teaching Practices (optional)

Areas to consider in this section include:

- team-teaching in a new area of interest or a new class assignment,
- translating existing courses to new platforms or alternate delivery modes (e.g., face-to-face to online),
- demonstrating new pedagogical practices in courses.

College of Education Goals	EFEX Goals

Note: Check all goals that are appropriate.

Section 3: Curriculum Design and Revision (optional)

Areas to consider in this section include:

- writing or co-writing academic program revisions,
- writing or co-writing new academic program proposals.

College of Education Goals	EFEX Goals

Note: Check all goals that are appropriate.

Area II: Research and Professional Development

Faculty in the College of Education recognizes its responsibilities to expand the knowledge in the disciplines and to develop connections within and across areas of study. Research not only expands knowledge, but also informs teaching and encourages intellectual development. All faculty members are expected to establish a productive research agenda and disseminate results in manners consistent with departmental, college, and university guidelines.

In the space below, provide a plan for activities related to research (Section 1), professional development (Section 2), and anticipated grant activities (Section 3). Also, demonstrate how these projects align to the goals, values, mission of the department, College of Education, and James Madison University.

Section 1: Research and Scholarly Production

Areas to consider in this section include:

- maintenance or establishment of an ongoing research agenda
- peer-reviewed or invited presentations (planned) at local, regional, national, or international conferences

- invited or peer-reviewed articles, book chapters, books, or other research that will be submitted during the upcoming academic year
- non-refereed publications or presentations (planned) at local, regional, national, or international conferences
- service as a reviewer for professional activities (i.e., conference proposals, publications, etc.)
- service as a professional consultant for schools, agencies, or families
- keynote addresses at local, regional, national, or international conferences.

College of Education Goals	EFEX Goals

Section 2: Professional Development

Faculty in the College of Education recognizes the importance of continued professional development and renewal. Professional development occurs in multiple forms and for multiple reasons, including pedagogical growth, research initiatives, and leadership opportunities.

Faculty members should provide a plan of activities related to their professional development and discuss, when appropriate, the inspiration for these activities.

Areas to consider in this section include:

- workshops related to teaching, grant writing, or research
- programs related to accreditation review or certifications/licensures in areas related to primary work-related duties
- participation in JMU-sponsored professional/leadership development programs.
- Continuing education activities
- Conference presentations relevant to your position and work.

College of Education Goals	EFEX Goals

Note: Check all goals that are appropriate.

Section 3: Anticipated Grant Activities (optional)

Areas to consider in this section include:

- writing or co-writing grant applications for university-, state-, or federally-funded grants
- serving as a grant reviewer for university-, state-, or federally funded grant applications.

College of Education Goals	EFEX Goals

Area III: Service and Professional Commitments

Areas to consider in this section include:

- participating in Departmental and/or College-wide committees
- serving as chair of a Departmental and/or College-wide committees
- representing the Department and College in University-wide committees
- holding elective office in local, regional, national, or international organizations
- serving on local community, school, or other boards related to education.

College of Education Goals	EFEX Goals

Faculty member should indicate their personal emphasis in percentage terms among the following categories:

Teaching _____%

Scholarship _____%

Service _____%

Total 100%

This FAAP has been submitted following consultation with the AUH of the EFEX Department. The goals outlined in this plan align with the mission, values, and goals of the EFEX Department, the College of Education, and James Madison University.

The following signatures attest to agreement on the plan and to an annual review based on the goals, initiative, and projects contained herein.

_____ Signature of the Faculty Member

Date: _____

_____ Signature of the Academic Unit Head

Date: _____

TENURE AND PROMOTION GUIDELINES

According to the James Madison University [Faculty Handbook, Section III.E.6.](#), teaching, scholarly achievement and professional qualifications, and professional service are the bases for evaluating the performance of faculty for promotion in academic rank. Written intent to apply or nomination must be made by **Sept. 1** to the AUH. The faculty member shall be informed if the AUPAC or AUH has nominated the faculty member and member and can accept or decline the nomination without prejudice. The faculty member who wishes to be considered for promotion shall submit a summary of activities and accomplishments in the areas of teaching, scholarly achievement and professional qualifications, and professional service to the AUH and AUPAC by **Oct. 1**. Failure by the faculty member to submit a summary of activities and accomplishments by the Oct. 1 deadline shall constitute a refusal of a nomination or withdrawal of an application, and no consideration of promotion is required.

This outline offers a standard format to be used by faculty within the EFEX department in presenting data for consideration for promotion and tenure. The outline gives direction on which activities or accomplishments should be included in designated areas. The rubric includes descriptions of quality within those domains. In preparing a dossier, the faculty member should emphasize the reporting of [evaluative data](#) (i.e., to assist the reading with an understanding of how these activities contribute to the field and/or the University). The dossier should be in the form of an electronic portfolio.

The faculty member shall submit a dossier for promotion from **assistant to associate professor** after completing five years of full-time tenure track employment, unless otherwise negotiated. At this point, the faculty member's dossier should seek to demonstrate how the faculty member has established themselves as an integral member of the College of Education faculty at James Madison University and created a foundation for impacting their profession in a meaningful way. The faculty member's dossier will, in accordance with [Faculty Handbook III.E.6.a.\(2\)](#), warrant an excellent rating in one area and at least satisfactory ratings in the others for promotion to associate professor. This pattern should also be reflected in the ratings of the faculty members FARs.

The faculty member will submit a dossier for promotion from **associate to full professor** after completing at least five years of full-time tenure track employment since their last promotion in rank, unless otherwise negotiated. At this point, the faculty member's dossier should seek to demonstrate how the faculty member has impacted the College of Education and James Madison University in significant ways along with their overall involvement and impact on their profession at the state, national, and international levels. The faculty member's dossier will, in accordance with [Faculty Handbook III.E.6.a.\(3\)](#), earn excellent ratings in two areas and at least a satisfactory rating in the third area for promotion to professor. This pattern should also be reflected in the ratings of the faculty member's FARs over five years prior to submission of the dossier.

Tenure and Promotion Process (Faculty Handbook, Section III.E.6 and 7)

- The faculty member will submit written intent to apply for tenure and/or promotion by September 1 to the AUH.
- The faculty member who wishes to be considered for tenure and/or promotion must submit a portfolio of activities and accomplishments in the areas of teaching, scholarly achievement and professional qualifications, and professional service to the AUH and AUPAC by October 1.
 - If the faculty member fails to submit the portfolio by October 1, this constitutes an application withdrawal. Tenure and promotion will not be considered that academic year.
 - III.E.7.b states that the maximum length of the probationary period is seven years.

- Then, the AUPAC and AUH will independently review the portfolio following the academic unit criteria written below and the guidelines in the Faculty Handbook.

The AUPAC and AUH will write separate evaluations with their recommendations to the Dean. These letters must include a justification of their decision. These letters must be submitted to the faculty member and Dean by November 15. Refer to the Faculty Handbook for more detailed information on the remaining steps of the process for the Dean, Provost, and Board of Visitors approval process.

- A candidate for promotion may withdraw from consideration at any time prior to receiving official notification of the promotion decision and may apply for promotion at a later date.
- Appeals. Faculty Handbook Sections III.E.6.b.(9-11) and Section III.E.7.f.(9-11) identifies the process in which a faculty member can appeal the provost's decision to deny promotion and/or tenure. Faculty members are encouraged to review those sections to learn about timelines, formats, and processes for an appeal.
- If the AUH wishes to apply for promotion and/or tenure, then the AUH must submit the portfolio to the Dean and AUPAC. (see Section III.E.6.b1 and III.E.7.f.(1) of the Faculty Handbook)
 - The Dean has the option of selecting an administrator, such as but not limited to, the AUH from another academic unit to evaluate the promotion materials of the AUH applying to promotion. This is in addition to the AUPAC and the Dean.
 - The AUPAC will evaluate the AUH's performance, then provide a written recommendation to the Dean.
- In the event the AUPAC and/or AUH has questions or concerns regarding submitted materials (FARs, Midpoint Reviews, Promotion and Tenure dossiers, etc.), it is possible and preferred for those questions or concerns to be sent by the PAC directly to the faculty member to be clarified. Based on the information received, the PAC will move forward with its review process. The faculty member can then determine any necessary action in response based on their own professional best interest.
- Any inquiry agreed upon and executed by the entire PAC to clarify the contents of the faculty member's portfolio will not interrupt / violate the process of reviewing the materials.

I. Personal Data

- A. Name
- B. Department
- C. Current Rank and Title(s)
- D. List academic degrees, major, granting institutions, and date each degree was granted
- E. Rank of initial JMU faculty appointment
- F. Years of prior service as faculty at other colleges and universities (names & dates)
- G. Years of effective appointment to present rank
- H. Ranks held at JMU and years (include dates) in each
- I. Assigned duties at the University
- J. Employment - Provide in chronological order any position held during the past 10 years, which are not indicated above.

II. Teaching

A. Teaching Artifacts: Below is a list of possible artifacts that faculty can select from to demonstrate their teaching effectiveness. Make sure you identify which artifact(s) you selected.

Excellent	Satisfactory	Unsatisfactory
Faculty submits and discusses course evaluations OR alternative artifacts (ONE per artifact per semester) that are indicative of excellence in teaching, which may include the following <ul style="list-style-type: none"> ○ Student Evaluations of Teaching (SETs) ○ AUPAC Observation Feedback ○ AUH Observation Feedback ○ Peer Observation Feedback ○ Self-Study Description ○ Representative Assignment (including rubric AND student work samples) ○ TAP Visit ○ Student letters ○ Non-Peer Reviewed publications of teaching approaches/techniques ○ Other (must be approved by AUH) 	Faculty submits and discusses course evaluations OR alternative artifacts (ONE artifact per semester) that are indicative of satisfactory in teaching, which may include the following: <ul style="list-style-type: none"> ○ Student evaluations of teaching (SETs) ○ AUPAC Observation Feedback ○ AUH Observation Feedback ○ Peer Observation Feedback ○ Representative Assignments (including rubric AND student work samples) ○ TAP results ○ Student letters 	Fails to meet criteria for satisfactory rating.

* If using Course Evaluations for a semester, please submit all course evaluations for that semester.

B. Narrative on Teaching

This should be a rationale for how the faculty member's philosophy of teaching affects what they do in the classroom, including class activities and assignments, their advising, and general relationship with students. The narrative should:

- Paint a broad picture of who they are as a faculty member and an educator, connecting theory with practice by describing their philosophy of teaching. They should include how their teaching has evolved over the years.
- Highlight specific efforts related to course development and innovation by including descriptions of key class activities, assignments, and assessments, by discussing how they monitor the impact of their instruction and respond to both formative and summative data, by describing any teaching innovations - such as new materials or techniques, courses, programs, etc. - that they have developed or revised according to current research, theory, and/or practice.
- Discuss support of and alignment to the JMU, COE, and department mission, vision, and professionalism by discussing any collaborative activities in which they have engaged that have enhanced their teaching (partnerships with colleagues [EFEX, COE, University],

university centers, guest speakers, school partners, other organizations/agencies, etc.), by elaborating on areas in which their teaching have supported the department, College, and/or the University's mission and goals, and by discussing efforts to align course content and objectives to CAEP standards (if applicable), the conceptual framework, or professional standards.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty submits and discusses one artifact per semester that is indicative of excellence in teaching.</p> <p>Faculty discusses thematic patterns that emerge from both formative and summative assessment; these discussions reveal careful, systematic analysis of comments, observations and personal reflections patterns that emerge from learners and self in more than one course or section.</p> <p>AND</p> <p>Faculty discusses specific actions planned as a result of the insights gained from formative and summative assessments for more than one course or section.</p>	<p>Faculty submits and discusses one artifact per semester that is indicative of satisfactory in teaching.</p> <p>Faculty discusses thematic patterns that emerge from both formative and summative assessments; these discussions reveal careful, systematic analysis of comments and address patterns that emerge from students and self in one course or section (or discusses multiple courses/sections superficially).</p> <p>AND</p> <p>Faculty discusses specific actions planned as a result of the insights gained from formative/ summative assessments for one course or section (or discusses multiple courses/sections superficially).</p>	<p>Fails to meet criteria for satisfactory rating.</p>
<p>If SETs are selected to serve as the faculty's artifact, they demonstrate excellence in teaching and/or student comments from them provide consistent evidence that students have learned and been challenged. If using SETs for a semester, please submit all course evaluations for that semester.</p>	<p>If SETs are selected to serve as the faculty's artifact, they demonstrate satisfactory in teaching and/or student comments from them provide inconsistent evidence that students have learned and been challenged.</p>	

C. Innovations in Teaching: Description of specific efforts to keep course content and delivery current, or to design new courses incorporate current best practices. You may discuss the impact of the activities you listed in the Professional Development section (page 1), if you wish. You may also discuss efforts to design new courses, experiment with new instructional approaches, to integrate technology, to integrate issues and strategies for access and equity, to integrate knowledge and skills associated with effective inter-cultural engagements, and/or the impact of engaging in additional training and professional development activities.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty discusses specific efforts to keep content and delivery current for <u>more than one course or section</u> AND/OR Faculty describes efforts to design new courses.</p> <p>Discussion describes incorporating current research, theory, or effective practices regarding course and instructional design and includes innovations such as:</p> <ul style="list-style-type: none"> ○ integration of knowledge and skills related to diversity issues and skills.* ○ Integration of avenues for access into curriculum and delivery ○ the integration of emerging research, ○ experimentation with new instructional approaches, ○ adoption of new texts or teaching materials, ○ integration of technology, ○ designing learning activities that engage learners in applying their knowledge and skills in authentic contexts ○ alignment with program, college, and university goals <p>As described above, discussions can demonstrate the impact of activities listed under “professional development” for purposeful engagement, and/or collaborative activities (e.g., CFI, training sessions, etc.).</p>	<p>Faculty discusses specific efforts to keep content and delivery current for <u>only one course or section</u>.</p> <p>Discussion incorporates current research, theory, or effective practices regarding course and instructional design and includes innovations such as the integration of technology, purposeful engagement and/or collaborative activities, (e.g., CFI, training sessions, etc.).</p> <p>OR</p> <p>Description of multiple courses or sections, but not an in-depth incorporation of best practices.</p>	<p>Fails to meet criteria for satisfactory rating.</p>

D. Additional Activities

<p>Additional Activities: In order to demonstrate Excellence in Teaching, the faculty member engages and reflects upon one or more of the following activities.</p>
<p>Collaboration to shape courses that include learner engagement in authentic contexts: Evidence of impactful efforts to collaborate with members of the department, college, and beyond (e.g., with other institutions or with professional practitioners). Examples include team teaching/co-teaching; partnerships within or across departments in the university and/or with other institutions, schools, agencies, businesses; guest speakers; etc. <u>Faculty member discusses how this collaboration shapes field placements or courses.</u></p>
<p>Additional Work with Students: Evidence of work with students outside regular classroom settings (e.g., independent studies, comprehensive exams, honors and/or graduate thesis/project committees, taking students to professional meetings, mentoring student presentations at conferences, including students in research projects, supporting learners’ capstone project).</p>

Course Prefix and Title	Description

Note: Example of Collaboration to Shape Courses/Field Placements Table.

Number of Current Advisees	Program Name	Brief Description of Activities

Note: Example of Advising Table.

Student's Name	Activity	Your role (e.g. chair, member)	Beginning /Ending Date

Note: Example of Additional Student Support Table.

Student Name	Type of Recognition	Description of Support

Note: Example of Additional Student Support (letter of recommendation, references)

E. Alignment to mission, vision and professionalism

College of Education Goals	EFEX Goals

Note: Check all goals that are appropriate.

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> ● Supports the mission and goals of the department, college, and/or university, clearly connecting to JMU/COE priorities (e.g., engagement, cultural and global competence). ● Aligns course content, delivery, and assessment with all of the following: <ul style="list-style-type: none"> ● Established course goals (e.g., C&I paperwork, course catalog) ● External accreditation criteria (e.g., CAEP). 	<ul style="list-style-type: none"> ● Supports the mission and goals of the department, college, and/or university. ● Aligns course content, delivery, and assessment with some of the following: <ul style="list-style-type: none"> ● Established course goals (e.g., C&I paperwork, course catalog) ● External accreditation criteria (e.g., CAEP) ● JMU/COE priorities e.g., engagement, cultural and global competence). 	<ul style="list-style-type: none"> ● Presents courses that do not consistently align with established course goals, external accreditation criteria, and/or JMU/COE priorities.

Note: *Required pattern of “Excellent” criterion ratings for overall Excellent rating, regardless of rank pursued.

III. Scholarship

This category includes scholarly productivity of the faculty member. It includes activities, such as research, publications, presentations, grants, curriculum material development for use outside of JMU, and others, completed since the faculty member’s last promotion or original appointment to faculty, whichever is more recent. List publications, submissions, and presentations, using the current APA format.

A. Narrative on Professional Development

This narrative should include a reflective piece about the faculty member’s professional development activities completed since the faculty member’s last promotion or original appointment to faculty, whichever is more recent. It should also discuss their plans for continued professional growth and development.

B. Narrative on Scholarly Agenda

This narrative should describe the faculty’s scholarly agenda. Discuss the focus of the faculty member’s work and include a rationale for how that work has helped to inform the field and move the sum of knowledge in their field forward as well as plans for how that work will progress and continue in the future. The narrative should also discuss how the faculty member’s scholarly work has helped to inform the field on a state or national level, impacting theory, understanding, and/or practice. The faculty member should elaborate on areas in which their scholarship and professional development have had an impact on the EFEX department, College, and/or University’s mission and goals.

C. Publications

List all publications using the current APA format.

- Refereed publications
- Non-refereed publications.

D. Presentations

List presentations at professional meetings according to the level of the conference (International, National, State, Local), using the current APA format.

E. Research Projects

Research projects completed: List research projects completed as of September 1. Indicate the title and research questions, sponsorship (if any), and collaborators (if any). Reference publications/presentations listed above, if applicable.

Research in Process: List research projects in progress. Indicate the title and research questions, sponsorship (if any), and collaborators (if any). Reference publications/presentations listed above, if applicable.

F. Curriculum Developed (outside JMU)

List curriculum and materials developed for use beyond JMU coursework. Give publisher or external agency, intended audience, and date of completion. Use the current APA format.

G. Reviews Completed

List all reviews completed by indicating the type of document reviewed (i.e., journal article, book review, chapter review, conference proposals, etc.) and publisher/conference.

H. Grant/Contract Proposal

List proposals which were submitted for external funding. Indicate the purpose of the proposal, and if funded, the funding agency, the duration and the amount of funding, and faculty member's role in writing and/or implementing the grant/contract.

I. Consulting Work

Activity that would be classified as consulting is some kind of collaboration with an organization/entity that is informed by scholarship and requires the faculty member to engage in extensive preparation/interaction and that could result in a broadened and/or deepened perspective for the faculty member. Activities that involve time but minimal preparation would be classified as providing a service to the organization/entity (i.e., serving on a panel or steering committee, delivering a canned presentation, etc.). [Such activity should be recorded in the Service section below.] For each consulting project, list the agency/school, duration of consulting work, and role in the work.

Scholarship Rubric

	Excellent	Satisfactory	Unsatisfactory
Professional Development*	<ul style="list-style-type: none"> ● Actively pursues opportunities for professional development that tightly and consistently align with scholarly agenda and/or with departmental, college, and university goals. ● Implements knowledge gleaned from professional development into scholarship. 	<ul style="list-style-type: none"> ● Actively pursues opportunities for professional development that somewhat align with scholarly agenda and/or with departmental, college, university goals. ● Provides evidence of knowledge gleaned from professional development that has minimal to moderate impact on scholarship 	<ul style="list-style-type: none"> ● Displays evidence of professional development that lacks consistency and/or alignment with departmental, college, and university goals. ● Displays evidence of professional development that makes minimal impact on scholarship
Scholarly Agenda*	<ul style="list-style-type: none"> ● Articulates an active, focused, and coherent scholarly agenda with both short term and long term goals. 	<ul style="list-style-type: none"> ● Articulates coherent yet unfocused scholarly agenda. Only short- OR long-term goals are referenced, but not both. 	<ul style="list-style-type: none"> ● Displays scholarly agenda that lacks coherence and clarity in short- or long-term goals.
Peer-Reviewed Publications*	<ul style="list-style-type: none"> ● Exceeds the expectations for “Satisfactory” on the FAR regarding number of peers reviewed publications since arrival at JMU or previous promotion. ● Displays a pattern of regular contributions to peer reviewed outlets for research and creative activity. ● Produces high quality and significant scholarly contributions. 	<ul style="list-style-type: none"> ● Meets expectations for “Satisfactory” on the FAR regarding number of refereed publications since arrival at JMU or previous promotion. 	<ul style="list-style-type: none"> ● Does not meet expectations for “Satisfactory” on the FAR regarding number of refereed publications since arrival at JMU or previous promotion.

Scholarly Activities*	<ul style="list-style-type: none"> ● Exceeds the expectations for “Satisfactory” on the FAR regarding number of other scholarly activities since arrival at JMU or previous promotion. ● Displays a pattern of regular contributions to various scholarly outlets. ● Engages in high quality and significant scholarly contributions. 	<ul style="list-style-type: none"> ● Meets the expectations for “Satisfactory” on the FAR regarding number of other scholarly activities since arrival at JMU or previous promotion. 	<ul style="list-style-type: none"> ● Does not meet the expectations for “Satisfactory” on the FAR regarding number of other scholarly activities since arrival at JMU or previous promotion.
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Note: *Required pattern of “Excellent” criterion ratings for overall Excellent rating, regardless of rank pursued.

IV. Service

A. Narrative on Professional Service

The faculty member should provide a narrative about their professional service agenda since their last promotion or original appointment to faculty, whichever is more recent. The faculty member should highlight areas in which their professional service has had an impact on the department, College, and/or University's mission and goals as well as professional organizations/field-related service in the faculty member's field of expertise. The faculty member should discuss their leadership roles at JMU - university, college, and/or departmental levels - as well as in professional organizations and in partnerships, if applicable. Leadership experience at JMU is expected for promotion. Please use charts to portray data for B-D criteria.

B. Faculty Service and Relations

Include faculty administrative, governance, and leadership assignments and activities within James Madison University in the service of the good functioning of the several organizational units of the University. It can include participation within the more formalized roles and structures as well as the less formal ways that faculty members contribute to the professional development of their colleagues and to the effective functioning of the department, the school and the University.

List all committees/commissions (includes work with student organizations), indicate purpose, duration of existence, standing or ad hoc, role on committee, and contributions made:

- Departmental
- College
- University
- Other (e.g., less formalized roles and participation).

C. Professional Organizations

List membership in, service to, and recognition by professional organizations since your last promotion or appointment to faculty, whichever is more recent. This should include general

professional organizations; those related to areas of specialization; professional honorary and fraternal societies at the international, national, regional, state and local levels; and state or federal agencies.

Leadership - highlight leadership roles held in professional organizations in which you serve as an officer, committee chair, committee member, or other official capacity, please indicate the capacity and the organization being served, with dates (e.g., president, vice-president, treasurer, secretary, chairman of membership committee, member of committee on teacher education, representative to the executive board, etc.).

Other contributions at professional meetings other than presentations - indicate the nature of the contribution in each case, with dates (e.g., volunteering at a conference to greet speakers prior to their session; volunteering at a conference to provide technical support; volunteering at a conference to work an information booth).

Special recognition from professional organizations - indicate what special honors, awards, or recognitions have been received by you from which organizations, with dates.

D. Field Related Service

The activities to be included in this category are those that provide professional services outside James Madison University at the international, national, regional, state, and/or local levels.

List services provided to K-12 schools, other institutions of higher education, agencies, businesses, etc. This service does not involve the development of new or different content on the part of the presenter (e.g., external evaluator for a program at another university - CAEP reviews or other accreditation reviews).

E. See Service Tiers Appendix B for more information.

Note: *Required pattern of "Excellent" criterion rating for overall Excellent rating, regardless of rank pursued.

F. Other Required Documentation

A. Full Current Curriculum Vita (required)

B. Results of FARs for years being evaluated (required)

- FARs for years one through five for promotion to associate/tenure
- FARs since the previous promotion for promotion to full professor

C. Letter(s) of support from professional colleagues (required)

- Letter(s) should provide evidence that the faculty member has made an impact on his/her field or university/college/department mission.

o At least one internal letter is required for promotion to associate professor/tenure. Internal means a professional colleague within the JMU community.

o At least one external letter is required for promotion to full professor. External means a professional colleague at another institution higher education or an administrator in a K-12 school division. Please include a justification for the expertise of the letter writer(s).

PROMOTION FOR LECTURERS

Lecturer Promotion Process (Faculty Handbook, Section III.E.6)

- The faculty member will submit written intent to apply for promotion by September 1 to the AUH.
- The faculty member who wishes to be considered for promotion must submit a portfolio of activities and accomplishments in the areas of teaching, scholarly achievement and professional qualifications, and professional service to the AUH and AUPAC by ~~October~~ 1.
 - If the faculty member fails to submit the portfolio by October 1, this constitutes an application withdrawal. Promotion will not be considered.
- Then, the AUPAC and AUH will independently review the portfolio following the academic unit criteria written below and the guidelines in the Faculty Handbook.
- The AUPAC and AUH will write separate evaluations with their recommendations to the Dean. These letters must include a justification of their decision. These letters must be submitted to the faculty member and Dean by November 15.
- Refer to the Faculty Handbook for more detailed information on the remaining steps of the process for the Dean, Provost, and Board of Visitors approval process.
- A candidate for promotion may withdraw from consideration at any time prior to receiving official notification of the promotion decision and may apply for promotion at a later date.
- **Appeals.** Faculty Handbook Sections III.E.6.b.(9-11) and Section III.E.7.f.(9-11) identifies the process in which a faculty member can appeal the provost's decision to deny promotion. Faculty members are encouraged to review those sections to learn about timelines, formats, and processes for an appeal.

I. Personal Data

- A. Name
- B. Department
- C. Current Rank and Title(s)
- D. List academic degrees, major, granting institutions, and date each degree was granted
- E. Rank of initial JMU faculty appointment
- F. Years of prior service as faculty at other colleges and universities (names & dates)
- G. Years of effective appointment to present rank
- H. Ranks held at JMU and years (include dates) in each
- I. Assigned duties at the University
- J. Employment - Provide in chronological order any position held during the past 10 years, which are not indicated above.

II. Teaching

A. Teaching Artifact: Below is a list of possible artifacts that faculty can select from to demonstrate their teaching effectiveness. Make sure you identify which artifact(s) you selected.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty submits and discusses course evaluations OR alternative artifacts (ONE per artifact per semester) that are indicative of excellence in teaching, which may include the following</p> <ul style="list-style-type: none"> ○ Student Evaluations of Teaching (SETs) ○ AUPAC Observation Feedback ○ AUH Observation Feedback ○ Peer Observation Feedback ○ Self-Study Description ○ Representative Assignment (including rubric AND student work samples) ○ TAP Visit ○ Student letters ○ Non-Peer Reviewed publications of teaching approaches/techniques ○ Other (must be approved by AUH) 	<p>Faculty submits and discusses course evaluations OR alternative artifacts (ONE artifact per semester) that are indicative of satisfactory in teaching, which may include the following:</p> <ul style="list-style-type: none"> ○ Student evaluations of teaching (SETs) ○ AUPAC Observation Feedback ○ AUH Observation Feedback ○ Peer Observation Feedback ○ Representative Assignments (including rubric AND student work samples) ○ TAP results ○ Student letters 	<p>Fails to meet criteria for satisfactory rating.</p>

* If using Course Evaluations for a semester, please submit all course evaluations for that semester.

B. Narrative on Teaching

This should be a rationale for how the faculty member's philosophy of teaching affects what they do in the classroom, including class activities and assignments, their advising, and general relationship with students. The narrative should:

- Paint a broad picture of who they are as a faculty member and an educator, connecting theory with practice by describing their philosophy of teaching. They should include how their teaching has evolved over the years.
- Highlight specific efforts related to course development and innovation by including descriptions of key class activities, assignments, and assessments, by discussing how they monitor the impact of their instruction and respond to both formative and summative data, by describing any teaching innovations - such as new materials or techniques, courses, programs, etc. - that they have developed or revised according to current research, theory, and/or practice.
- Discuss support of and alignment to the JMU, COE, and department mission, vision, and professionalism by discussing any collaborative activities in which they have engaged that have enhanced their teaching (partnerships with colleagues [EFEX, COE, University], university centers, guest speakers, school partners, other organizations/agencies, etc.), by elaborating on areas in which their teaching have supported the department, College, and/or the University's mission and goals, and by discussing efforts to align course content and objectives to CAEP standards (if applicable), the conceptual framework, or professional standards.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty submits and discusses one artifact per semester that is indicative of excellence in teaching.</p> <p>Faculty discusses thematic patterns that emerge from both formative and summative assessment; these discussions reveal careful, systematic analysis of comments, observations and personal reflections patterns that emerge from learners and self in more than one course or section.</p> <p>AND</p> <p>Faculty discusses specific actions planned as a result of the insights gained from formative and summative assessments for more than one course or section.</p>	<p>Faculty submits and discusses one artifact per semester that is indicative of satisfactory in teaching.</p> <p>Faculty discusses thematic patterns that emerge from both formative and summative assessments; these discussions reveal careful, systematic analysis of comments and address patterns that emerge from students and self in one course or section (or discusses multiple courses/sections superficially).</p> <p>AND</p> <p>Faculty discusses specific actions planned as a result of the insights gained from formative/summative assessments for one course or section (or discusses multiple courses/sections superficially).</p>	<p>Fails to meet criteria for satisfactory rating.</p>
<p>If SETs are selected to serve as the faculty's artifact, they demonstrate excellence in teaching and/or student comments from them provide consistent evidence that students have learned and been challenged. If using SETs for a semester, please submit all course evaluations for that semester.</p>	<p>If SETs are selected to serve as the faculty's artifact, they demonstrate satisfactory in teaching and/or student comments from them provide inconsistent evidence that students have learned and been challenged.</p>	

C. Innovations in Teaching: Description of specific efforts to keep course content and delivery current, or to design new courses incorporate current best practices. You may discuss the impact of the activities you listed in the Professional Development section (page 1), if you wish. You may also discuss efforts to design new courses, experiment with new instructional approaches, to integrate technology, to integrate issues and strategies for access and equity, to integrate knowledge and skills associated with effective inter-cultural engagements, and/or the impact of engaging in additional training and professional development activities.

Excellent	Satisfactory	Unsatisfactory
<p>Faculty discusses specific efforts to keep content and delivery current for <u>more than one course or section</u> AND/OR Faculty describes efforts to design new courses.</p> <p>Discussion describes incorporating current research, theory, or effective practices regarding course and instructional design and includes innovations such as:</p> <ul style="list-style-type: none"> ○ integration of knowledge and skills related to diversity issues and skills.* ○ Integration of avenues for access into curriculum and delivery ○ the integration of emerging research, ○ experimentation with new instructional approaches, ○ adoption of new texts or teaching materials, ○ integration of technology, ○ designing learning activities that engage learners in applying their knowledge and skills in authentic contexts ○ alignment with program, college, and university goals <p>As described above, discussions can demonstrate the impact of activities listed under “professional development” for purposeful engagement, and/or collaborative activities (e.g., CFI, training sessions, etc.).</p>	<p>Faculty discusses specific efforts to keep content and delivery current for <u>only one course or section</u>.</p> <p>Discussion incorporates current research, theory, or effective practices regarding course and instructional design and includes innovations such as the integration of technology, purposeful engagement and/or collaborative activities, (e.g., CFI, training sessions, etc.).</p> <p>OR</p> <p>Description of multiple courses or sections, but not an in-depth incorporation of best practices.</p>	<p>Fails to meet criteria for satisfactory rating.</p>

D. Additional Activities

Course Prefix and Title	Description

Note: Example of Collaboration to Shape Courses/Field Experiences Table.

Number of Current Advisees	Program Name	Brief Description of Activities

Note: Example of Advising Table

Student's Name	Activity	Your role (e.g. chair, member)	Beginning /Ending Date

Note: Example of Additional Student Support Table.

Student Name	Type of Recognition	Description of Support

Note: Example of Additional Student Support (letter of recommendation, references)

E. Alignment to mission, vision and professionalism

College of Education Goals	EFEX Goals

Note: Check all goals that are appropriate.

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> Supports the mission and goal of the department, college, and/or university, clearly connecting to JMU/COE priorities (e.g., engagement, cultural and global competence). Aligns course content, delivery, and assessment with all of the following: <ul style="list-style-type: none"> Established course goals (e.g., C&I paperwork, course catalog) External accreditation criteria (e.g., CAEP). 	<ul style="list-style-type: none"> Supports the mission and goals of the department, college, and/or university. Aligns course content, delivery, and assessment with some of the following: <ul style="list-style-type: none"> Established course goals (e.g., C&I paperwork, course catalog) External accreditation criteria (e.g., CAEP) JMU/COE priorities (e.g., engagement, cultural and global competence). 	<ul style="list-style-type: none"> Presents courses that do not consistently align with established course goals, external accreditation criteria, and/or JMU/COE priorities.

Professional Development

Narrative on Professional Development

This narrative should include a reflective piece about the lecturer's professional development activities completed since their original appointment to faculty. It should also discuss their plans for continued professional growth and development.

	Excellent	Satisfactory	Unsatisfactory
Professional Development*	<p>The lecturer:</p> <ul style="list-style-type: none"> ● Actively pursues opportunities for professional development that tightly and consistently align with teaching practices and/or with departmental, college, and university goals. ● Implements knowledge gleaned from professional development into teaching practices. 	<p>The lecturer:</p> <ul style="list-style-type: none"> ● Actively pursues opportunities for professional development that somewhat align with teaching practices and/or with departmental, college, and university goals. ● Provides evidence of knowledge gleaned from professional development that has minimal to moderate impact on teaching practices. 	<p>The lecturer:</p> <ul style="list-style-type: none"> ● Does not pursue professional development. ● Pursues professional development that lacks consistency and/or alignment with departmental, college, and university goals. ● Displays evidence of professional development that makes minimal impact on teaching.

III. Service

A. Narrative on Professional Service

The lecturer should provide a narrative about their professional service agenda since their original appointment to faculty. The lecturer should highlight areas in which their professional service has had an impact on the department, College, and/or University's mission and goals as well as professional organizations/field-related service in the faculty member's field of expertise. The faculty member should discuss their leadership roles at JMU - university, college, and/or departmental levels - as well as in professional organizations and in partnerships, if applicable. Please use charts to portray data for B-D criteria.

B. Faculty Service and Relations

List all committees/commissions (includes work with student organizations), indicate purpose, duration of existence, standing or ad hoc, role on committee, and contributions made:

- Departmental
- College
- University
- Other (e.g., less formalized roles and participation).

C. Professional Organizations

List membership in, service to, and recognition by professional organizations since your appointment to James Madison University. This could include general professional organizations; those related to areas of specialization; professional honorary and fraternal societies at the international, national, regional, state and local levels; and state or federal agencies.

Leadership - highlight leadership roles held in professional organizations in which you serve as an officer, committee chair, committee member, or other official capacity, please indicate the capacity and the organization being served, with dates (e.g., president, vice-president, treasurer, secretary, chairman of membership committee, member of committee on teacher education, representative to the executive board, etc.).

Other contributions at professional meetings other than presentations - indicate the nature of the contribution in each case, with dates (e.g., volunteering at a conference to greet speakers prior to their session; volunteering at a conference to provide technical support; volunteering at a conference to work an information booth). Special recognition from professional organizations - indicate what special honors, awards, or recognitions have been received by you from which organizations, with dates.

D. Field Related Service

The activities to be included in this category are those that provide professional services outside James Madison University at the international, national, regional, state, and/or local levels.

List services provided to K-12 schools, other institutions of higher education, agencies, businesses, etc. This service does not involve the development of new or different content on the part of the presenter (e.g., external evaluator for a program at another university - CAEP reviews or other accreditation reviews).

E. Service Rubric: See Appendix B**F. Other Required Documentation**

A. Full Current Curriculum Vita (required)

B. Results of FARs for years being evaluated (required)

C. Letter(s) of support from professional colleagues (required)

- Letter(s) should provide evidence that the faculty member has made an impact on his/her field or university/college/department mission.

- At least one internal letter is required for promotion to lecturer to senior lecturer.

Internal means a professional colleague within the JMU community.

- At least two internal letters are required for promotion to principal lecturer.

Submitted by EFEX PAC 2020-2021	Revisions in this document reflect updates made by EFEX PAC 2021-2023
Sharon Blatz, PAC Chair Katya Koubek, Past PAC Chair (19-20) Tim Thomas, PAC member Mira Williams, PAC member	Stephanie Wasta, PAC Chair Tim Thomas, Past PAC Chair (21-22) Mira Williams, PAC member Ruthie Bosch, PAC member Sara Snyder, PAC member

Appendix A

JMU Mission, Vision and Values Statements

<https://www.jmu.edu/jmuplans/mission-vision-values.shtml>

COE Mission, Vision and Values Statements

<https://www.jmu.edu/coe/about.shtml>

EFEX Department

<https://www.jmu.edu/coe/efex/index.shtml>

Appendix B EFEX Service Scale

In the Department of Educational Foundations and Exceptionalities, service activity consumes a vital portion of faculty members' professional effort. Faculty members play significant roles in the department, alongside various units in the College, and through interaction with other departments across campus. Similarly, faculty members fill roles in the community beyond campus through collaboration with other organizations and institutions.

The language of the College of Education (COE) mission statement notes that faculty members' professional activity "maintains relevance through active and growing interactions with other colleges within the University" and with a variety of communities with whom they work locally, nationally, and internationally. Through these interactions, COE faculty both serve the profession and model for students the role of educators in society at-large.

Service can be evaluated on three different levels: Excellent, Satisfactory, and Unsatisfactory. Excellent and Satisfactory levels are described below. Unsatisfactory is for when the faculty member fails to achieve the levels stated in Satisfactory.

For activities not included in the Service Tiers, the faculty member should describe the activity, and their level of involvement.

Service Duties	
CAEP Accreditation	Tier 1
CDIR	
Dean's Faculty Advisory	
Budget & Planning	
College PAC	
Department PAC	
Faculty Senate	
Research-IRB	
Program Coordination	
Graduate Director/Grad Council	
Gen-Ed Council	Tier 2
Diversity Council	
Healthy College organizer	
Faculty Awards	
PECC	
Study Away Committee	
Honors Liaison	Tier 3
Students Scholarship Awards	
Technology Committee	
Online Learning Community	
Library Liaison	

Satisfactory

For a **Satisfactory** rating in service, the faculty member is required regularly to attend meetings, events, and work-related functions sponsored by the department and the college. The faculty member should also work with multiple committees at the department and college level.

- Regularly attends Department and COE meetings and events.
- Engages in work on committees at the department/COE level with representation on at least **one Tier 2 and one Tier 3** committees or equivalent work across Tier 3 committees.
- Participates in **at least two** additional engagement activities related to the categories below. See descriptions of these categories at the end of the Service section.
 - o Additional Work at the Department, COE, or University Level
 - o Local/Community Engagement
 - o State Engagement
 - o National/International Engagement
 - o Engagement in Professional Organizations
 - o Consulting
 - o Collaboration
 - o Community Volunteerism
 - o Faculty Advisor for student organizations

If the faculty member wants additional engagement activities to be considered (i.e., beyond what is on the tiers or described in the bullets above), they need to describe the activities and their level of involvement.

Excellent

For an **Excellent** rating in service, the faculty member must qualify for Satisfactory, then build upon the criteria. In their Department, College, and/or University Engagement category, they should provide evidence of ways that their contribution has made a significant impact on the work of the committee and beyond.

Extensive sustained engagement is the concept that distinguishes “Satisfactory” from an Excellent rating in Service. Extensive sustained engagement is defined as comprehensive work that (1) builds either in breadth (multiple iterations) or depth (focused or sustained activity) and (2) requires substantial time and effort on the part of the faculty member AND/OR makes an impact in the field. The category of extensive sustained engagement intends to honor the distinction between an episode of involvement and ongoing effort with evidence of leadership in the project.

- Regularly attends Department and COE meetings and events
- Engages in work on multiple committees at the department/COE level with representation on at least **one Tier 1 and one Tier 2** committee or demonstrate equivalent work across lower tier committees
- Participates in **extensive sustained engagement** in at least **three additional engagement activities** from the categories below with evidence of extensive work in two out of three (depth or breadth of work). See descriptions of these categories at the end of the Service section.

- o Additional Work at the Department, COE, or University Level
- o Local/Community Engagement
- o State Engagement
- o National/International Engagement
- o Engagement in Professional Organizations
- o Consulting (paid or unpaid)
- o Collaboration
- o Community Volunteerism
- o Faculty Advisor for student organizations

Activities	Descriptions
Additional Work at the Department, COE, or University Level	Describe and explain how the work has made an impact and/or had significance in the department, college, or university. (i.e., guest lectures, open house, CHOICES, grad fair, study abroad fair, etc.)
Local/Community Engagement	Describe and explain how the work with schools, agencies, businesses, etc. has made an impact and/or had significance in the field at the local level.
State Engagement	Describe and explain how the work has made an impact and/or had significance in the field at the state level.
National/International Engagement	Describe and explain how the work has made an impact and/or had significance in the field at the national/international level.
Engagement in Professional Organizations	Evidence of enhancing the profession beyond the walls of the university (<i>e.g., a Board Member or an elected position in a professional organization, Content Teaching Academy Chair, Chair of a Special Interest Group, etc.</i>).
Consulting	Evidence of collaborative work with partners either in or out of Virginia.
Collaboration	Evidence of partnerships with colleagues and/or collaboration across departments in the university and/or with other institutions, etc. with the goal of building relationships and increasing dialogue.
Community Volunteerism	Describe outreach through volunteer work in the community using your professional expertise.
Faculty Advisor for student organizations	Describe the extent of your work as an advisor to the student organization.