Department of Learning, Technology and Leadership Education

Evaluation and Procedures

Approved: 2023

Faculty Review and Evaluation Policy and Procedures

College of Education

Department of Learning, Technology, and Leadership Education

Prepared by the Academic Unit Personnel Advisory Committee

Revised 6/15/23
Approved by the Department Faculty Revised #/##/####

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Overview

The Academic Unit Personnel Advisory Committee. The Academic Unit Personnel Advisory Committee (AUPAC) collaboratively develops, edits, and revises the process, procedures, and documents associated with faculty review and evaluation. This is done in accordance and alignment with the James Madison University Faculty Handbook, the Office of the Provost, and through the vetting and approval of faculty within the Department of Learning, Technology, and Leadership Education (LTLE). Policies and procedures not specifically addressed in the JMU Faculty Handbook and/or the COE Faculty Handbook are determined at the academic unit level. Written policies are created by each academic unit and provided to all faculty in that unit and shared with the COE through CPAC.

The AUPAC is an elected committee of faculty from the LTLE department within the College of Education. Faculty are elected for a renewable term of three years. Three (3) instructional faculty members serve each year with an alternate member available if a member is unable to serve (i.e. educational or other type of leave, applying for awards, etc.). All instructional faculty are eligible to serve on the AUPAC; however, only tenured faculty may vote on a Tenure decision. If there is a Tenure decision in a given year, a special subcommittee composed of three tenured faculty members will be convened to determine the tenure decision.

All instructional faculty are eligible to vote on the composition of the AUPAC and may vote via in-person or email. Instructional faculty may submit their vote by email to the Academic Unit Head (AUH). The results are tallied and those instructional faculty members with the most votes will be considered elected to the AUPAC. The AUPAC functions by consensus. If there is a dissenting opinion, it will be noted in the AUPAC's recommendation letter and forwarded to the Dean.

In addition to service on the AUPAC, one member of the AUPAC will be elected to serve as Chair by the other members of the AUPAC. The chair of each academic unit's personnel advisory committee (AUPAC) represents their academic unit on CPAC; terms of the chair's membership are determined by the terms of their AUPAC membership.

The Process of Review and Evaluation

The process a faculty member must engage in during review and evaluation involves several general steps:

1. Completion of a self-evaluation by instructional faculty within the LTLE Department.
2. For early career faculty or faculty not-yet-tenured, review of the faculty member's professional contributions by the AUPAC using the documents included in this manual.

Review and evaluation of early career faculty or faculty not-yet-tenured performance by the Academic Unit Head (AUH) will be informed by the work of the AUPAC.

3. For fully promoted and tenured faculty members, review and evaluation will be carried out by the AUH for LTLE.

4. At the meeting between the faculty member and the AUH, the faculty member's Faculty Annual Report (FAR) will be discussed, mutually agreed-upon goals will be established, and an academic plan for the next year will be developed. In this discussion an anticipated percent effort in teaching, service, and scholarship in the major areas of faculty activity will be defined for the coming year. The individual faculty performance evaluations will also provide data for the AUH as they undergo their own annual evaluations by the Dean of the College of Education.

The review and evaluation process within the LTLE Department is based on the belief that James Madison University, the College of Education, the LTLE Department, and its faculty benefit from self-evaluation, self-reflection, and feedback through a thorough annual evaluation, rooted in well-defined and mutually agreed upon expectations of what it means to be an active member of the LTLE Department. To this end, all instructional faculty in LTLE will complete a selfevaluation by entering professional activities using the documents and rubrics contained in this manual. In addition, all instructional faculty will be asked to develop goals for the next year and assess the status of the previous year's goals.

A complete and thorough presentation of the evaluation, promotion, and tenure process can be found in Section III.E. of the Faculty Handbook. This manual supports the implementation and execution of said process.

Merit Pay

Merit pay is designed to acknowledge the contributions faculty make to the mission and goals of the LTLE academic unit. Merit pay, when available, will be conferred equally to LTLE faculty receiving an overall rating of at least Satisfactory on the Faculty Annual Review. Faculty members who receive a rating of Unsatisfactory in any performance category are not eligible to receive a merit-based increase.

Documents for Faculty Annual Review (FAR)

FAR FORM

James Madison University
College of Education – Learning, Technology, and Leadership Education (LTLE) Department
Faculty Annual Report (FAR) for 2022-2023 Academic Year

All LTLE fulltime tenure-track and fixed term faculty are required to complete and submit this form to the AUH for annual review. The PAC will review all submissions and provide developmental feedback. Please see the LTLE FAR Rubric for performance descriptions and expectations. According to the 2022-2023 Faculty Handbook, *By the deadline established by the academic unit, each faculty member shall submit a description of anticipated activities for the coming year to the AUH (FH III.E.4.a. Faculty Anticipated Activity Plan). The relative weights of the three performance areas of teaching, scholarly achievement and professional qualifications, and professional service for an individual faculty member shall be determined by the faculty member and the AUH prior to the start of the academic year. The agreement should be shared with the AUPAC. An academic unit may have standard relative weights for the three performance areas, which will apply if individual negotiations are not agreed upon by the faculty member and the AUH. The agreement on weights may be renegotiated during the year under appropriate circumstances.* Relative weights of the three performance areas determined between the faculty member and the AUH will be the basis of your performance for this academic year.

This is a Faculty Annual Report (FAR[1] Faculty Handbook III.E.4.b. Summary of Activities) that addresses only the prior 12 months of service. Promotion and Tenure (P&T) reviews are cumulative and based on standards outlined in the LTLE P&T rubric documents. Annual excellence in FAR[1] reviews does not imply excellence in P & T evaluations. The LTLE FAR criteria are not differentiated by rank. Thus, it is the responsibility of each faculty member to be familiar with and monitor their progress using the P&T differentiated rubrics. This annual review seeks to inform the AUH and PAC about your work - its significance, innovation, foundations, orientation towards equitable learning spaces and opportunities, and integration of higher order thinking, problem-solving, communication and collaboration and provides an explanation of how your work reflects your own professional goals and the goals of the CoE's and JMU's mission, vision, and strategic goals

DIRECTIONS

- Submit completed form and course evaluation data (electronic) to the AUH by the second Monday after graduation (Monday, May 22, 2023).

- Include only activities conducted within the prescribed time period (May 1, 2022 – April 30, 2023), except for publications which are reported for a three-year period (May 1, 2020 - April 30, 2023).
- Provide information in the requested formats and page lengths. Tables may be added as needed.
- Consult accompanying LTLE FAR Rubric for quality descriptions in each category.

PERSONAL DATA

- Name: _____ Department: _____
- Current Rank and Title(s): _____
- Year of effective appointment to present rank: _____

PROFESSIONAL GOALS FOR ACADEMIC YEAR 2022-2023 AND YOUR PROGRESS TOWARDS MEETING THOSE GOALS.

I. SCHOLARSHIP (SEE LTLE FAR RUBRIC)

* = Required Activity

A. Professional Development Activities*

- Identify 3 professional development activities that you have engaged in during the FAR year (e.g., Center for Faculty Innovation [CFI] or Center for Instructional Technology [CIT] workshops, attending professional conferences, webinars, engaging in self-study or book groups, conducting professional literature study, engaging in formal coursework, etc.).
- Briefly explain your purpose in completing these activities (i.e., what was your goal for each activity? Did it support your teaching, research, and/or service? How does it align with the program goals and/or the CoE goals?).
- Discussion should focus on scholarship that is "learned" rather than that which is "produced".

B. Publications*

(List in APA format; use headings corresponding to the bullets below when listing publications in the 3-year period. If the publication is "in press," please note. Provide links to publications when available. Publications that integrate or address issues of diversity into one's writing are encouraged but not required).

- List published papers/projects such as articles, national grants, Academic Program Review, or book chapters (peer reviewed).

- List published papers/projects such as articles or media contributions (not peer reviewed).

- List papers and projects in progress or under review. Indicate if peer reviewed. NOTE: The department defines peer review as "external review by scholars in fields related to your professional assignment."

Peer review web site: https://www.editage.com/insights/7-common-types-of-academic-peerreview

C. Additional Scholarship Activities

Please list and/or describe your additional activities below. See rubric for quality indicators in each category.

1. Peer Reviewed, Published Conference Proceedings

(Provide reference and describe process for publishing paper associated with conference presentations)

2. Professional Conference Presentations (list in APA format)
- International presentations

- National presentations

- State presentations

- Local presentations

3. Engaging in Ongoing Research Projects:

Describe the scope and progress of ongoing research project(s) you are doing.

4. Grant Writing

(List and note your role in the grant)
- List funded grants.
- List unfunded grants.

Title	Source	Amount	Funded (yes/no)	Status/ term	Your Role: Describe briefly what you did (Recommended: 60-words limit per grant).

5. Consulting

Work with professional agencies and individuals (that which involves scholarly expertise and the development of new or revised content) – briefly describe duration and nature of work.

6. Professional Materials Development (curriculum, training materials, etc.)

- List curriculum and materials developed for use beyond JMU course work.

7. Professional Reviews (describe number and nature of work)

- Journal articles

- Scholarly reviews published in journals

- Conference proposals

- Dissertation reviews

- Federal Grants

- Non-Profit Grants

- Other

CRITICAL REFLECTIONS*:

Please succinctly reflect on your scholarship as it relates to the following three key areas.

I.A. Significance, Innovation, Foundations, Orientation Towards Equitable Learning Spaces And Opportunities, And Integration Of Higher Order Thinking, Problem-Solving, Communication And Collaboration In Your Scholarship

I.B. Alignment With CoE & JMU Mission, Vision, And Strategic Goals:

I.C. Alignment With Your Own Professional Goals:

II. TEACHING AND ADVISING (SEE LTLE FAR RUBRIC) * = Required for Satisfactory

Semester				
Summer (including Maymester)	Courses Taught / Reassigned Time	# of Students	Credit Value	Comments
Fall (includes abbreviated winter break courses)	Courses Taught / Reassigned Time	# of Students	Credit Value	Comments
Spring	Courses Taught / Reassigned Time	# of Students	Credit Value	Comments

A. Dispositions: Detail how you demonstrate the Dispositions provided on the LTLE FAR rubric.

B. Additional Activities (1 required for excellent; see rubric for descriptions)

- Collaboration to Shape Courses that include learner engagement in authentic contexts

Collaborator	Collaboration Activity	Outcome	Responsibilities and Contribution

- Advising (number, activities, other comments)

- Supporting Learner Research, Thesis, Reading & Research, and other scholarly development

Learner Scholar	Type of Activity	Role	Responsibilities and Contribution

Additional Activities with Learners

CRITICAL REFLECTIONS*
Please succinctly reflect on your teaching as it relates to the following three key areas.

I.a. Use Of Learner / Course Feedback, Significance, Innovation, Foundations, Orientation Towards Equitable Learning Spaces And Opportunities, And Integration Of Higher Order Thinking, Problem-Solving, Communication And Collaboration In Your Scholarship

I.b. Alignment With CoE & JMU Mission, Vision, And Strategic Goals:

I.c. Alignment With Your Own Professional Goals:

III. PROFESSIONAL SERVICE (SEE LTLE FAR RUBRIC) * = Required for Satisfactory

A. Institutional Service*

Name of Committee and Position (member, chair, etc.)	Level: University, College, Program, etc.)	Number meetings attended	Level of involvement beyond meeting attendance. Describe briefly what you did. (Recommended: 40-word limit per committee)
Discussion of extensive work (if considered for excellent):			

A. External Service

Name of Organization	Name of Committee & Position	Number meetings attended	Level of involvement beyond meeting attendance. Describe briefly what you did. (Recommended: 40-word limit per committee)
Discussion of extensive work (if considered for excellent):			

B. Additional Activities*

IV. OTHER PROFESSIONAL ACTIVITIES (OPTIONAL) Use this portion of the FAR form, if needed, to discuss professional activities not addressed elsewhere or to explain activities in the above sections that may not be a good "fit" in the sections assigned.

CRITICAL REFLECTIONS*:
Please succinctly reflect on your service as it relates to the following three key areas.
I.a. Significance, Innovation, Foundations, Orientation Towards Equitable Opportunities, And Integration Of Higher Order Thinking, Problem-Solving, Communication And Collaboration In Your Scholarship

I.b. Alignment With CoE & JMU Mission, Vision, And Strategic Goals:

I.c. Alignment With Your Own Professional Goals:

FAR RUBRIC

James Madison University
College of Education – Learning, Technology, and Leadership Education (LTLE) Department
Rubric for Faculty Annual Report (FAR[1])

This form is for use in conjunction with the Faculty Annual Report (FAR1) form.

I. SCHOLARSHIP & PROFESSIONAL DEVELOPMENT (* = Required Activity for Satisfactory)

CRITICAL REFLECTIONS
Critical reflection is descriptive, analytical, and aligned to approved annual goals in the Faculty Anticipated Activities Plan. This process adds depth and breadth to an experience and builds connections between professional knowledge, skills, dispositions, motivation, and experiences.

Professional Development Activities – List 3 professional development activities *(e.g., Center for Faculty Innovation [CFI] or Center for Instructional Technology [CIT] workshops, attending professional conferences, webinars, engaging in self-study or book groups, conducting professional literature study, engaging in formal coursework, etc.).* Then, briefly explain your purpose for completing each activity *(i.e., what was your goal for each activity? Did it support your teaching, research, and/or service? How does it align with the program goals and/or the CoE goals?).* Discussion in this section should focus on scholarship that is "Learned" rather than what is "Produced".

Excellent	Satisfactory	Unsatisfactory

• Identifies more than 3 professional development activities, • discusses the purpose for engaging in each activity, AND describes how engagement in • each activity has impacted professional responsibilities.	• Identifies 3 professional development activities AND • discusses the purpose for engaging in each activity	• Fails to meet criteria for satisfactory rating

NOTES from Reviewer(s)

* Peer Reviewed Publications*:

A minimum of one of the following peer-reviewed publication types must be published every three years: journal article, peer reviewed conference proceedings, book, book chapter, national grant, Academic Program Review, or other scholarly/professional productions that contribute 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 to Associate Professor. We define peer review as "external review by scholars in fields related to your professional assignment."

Excellent	Satisfactory	Unsatisfactory

• Two peer reviewed publications accepted within the 3-year cycle and two additional activity categories in the current year with evidence of extensive[2] work in one of those additional categories **OR** • One peer reviewed publication accepted within the 3-year cycle. In addition, in the current year, complete one of the following: ○ Two additional activity categories with evidence of extensive[2] work in both categories ○ Three additional activity categories with evidence of extensive[2] work in one of those categories ○ Work in four or more additional categories **AND** • Publications and additional activities are related to or address some factors or issues surrounding diversity.	• One peer reviewed publication within the 3-year cycle and two additional activities in the current year (without evidence of extensive work). NOT REQUIRED BUT ENCOURAGED • Publication is related to or addresses some factors or issues surrounding diversity.	• Fails to meet criteria for satisfactory rating

NOTES from Reviewer(s)

Additional Activity Categories:

Categories	# Completed
Faculty member engages in quality, valued work in the following areas:	
Non-Peer Reviewed Publications: 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.	
Non-Peer Reviewed Conference Proceedings: Describe process for publishing paper associated with professional conference presentation.	

Presentations at Professional Conferences[1]*:* At least one presentation that uses scholarly expertise[1] in the current academic year. (This may be local, state, regional, national, or international.)	
Engaging in Research: Evidence of quality research that informs the profession *(e.g., ongoing research that has not been published or reported on the FAR).*	
Grant Writing: Evidence of attempts, successful and unsuccessful, to obtain funding (e.g., describe your role in the grant writing process).	
Consulting[1]*:* Evidence of collaborative work that uses scholarly expertise[1].	
Curriculum and Materials Developed for Use beyond JMU Course Work: Describe and explain how this work uses scholarly expertise.	
Reviews Completed: (e.g., journal article, book review, chapter review, conference proposals, etc.) Identified (not by submission title but by journal, conference, funding source, etc.) as well as the number of reviews completed for each. (e.g., 6 to 8 reviews).	
Review and Panel for Federal Grant Competition	
Chairing multiple Learner Scholarly Projects (Reading & Research, Thesis, Applied Research, Applied Product Development, ????)	

[2]***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.*

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[1] ***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).*

NOTES from Reviewer(s)

TEACHING (* = Required Activity for Satisfactory):

Notes:
- For a Satisfactory rating, you must receive at least a satisfactory in all three of the required categories.
- For an Excellent rating, you must receive an excellent in two out of three required categories; AND complete one of the additional activities.
- A faculty member's response to feedback and recommendations based on evaluation of the previous year's FAR rubric will have an impact on the AUH's rating.

A. **Dispositions***

Excellent	Satisfactory	Unsatisfactory
• Consistently demonstrates the dispositions expected of all LTLE faculty. (see Faculty Disposition Table)	• Consistently demonstrates a majority of the dispositions expected of all LTLE faculty	• Fails to meet criteria for satisfactory rating. OR • Inconsistently demonstrates the dispositions expected of all LTLE Faculty.

NOTES from Reviewer(s)

B. **Reflective Practice***

Excellent	Satisfactory	Unsatisfactory
• Faculty discusses thematic patterns that emerge from both	• Faculty discusses thematic patterns that emerge from both	Fails to meet criteria for

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. AND ● Faculty discusses specific actions planned as a result of the insights gained from formative and summative assessments for more than one course or section.	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). AND ● 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).	satisfactory rating.

NOTES from Reviewer(s)

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

● Faculty discusses specific efforts to keep content and delivery current for **more than one course or section.** **AND/OR** ● Description of efforts to design new courses. Discussion describes incorporating current research, theory, or effective practices regarding course and instructional design and includes innovations such as	Faculty discusses specific efforts to keep content and delivery current for **only one course or section.** 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,	Fails to meet criteria for satisfactory rating.
● 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 Discussions can demonstrate the impact of activities listed under "professional development" for purposeful engagement, and/or collaborative activities (e.g., CFI, training sessions, etc.).	(e.g., CFI, training sessions, etc.). **OR** Description includes multiple courses or sections but fails to explicitly incorporate best practice as described above.	

NOTES from Reviewer(s)

D. **Additional Activities***

In order to demonstrate Excellence in Teaching, the faculty member engages and reflects upon one or more of the following activities:
• <u>Collaboration to Shape Courses that include learner engagement in authentic contexts</u>: 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.
• <u>Advising</u>: Evidence of innovative or above-and-beyond commitment to advising *(e.g., Lead advisor meetings, participate in advisor meetings, etc.).* • <u>Additional Work with Students</u>: 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).*

NOTES from Reviewer(s)

E. **Dispositions Expected of all LTLE Faculty***

- Course Delivery: Use the delivery format designated for the course.
- Use of approved university learning management system (LMS): Course is populated on LMS prior to the first day of the semester. Learners are informed when the course is published on the LMS.
- Syllabus: Course syllabus is revised as appropriate to ensure accurate and current information. Learners are informed of revisions in course syllabus as they are made, throughout the semester. Course syllabus is submitted to the Program Coordinator by the second week of the semester.

- Teaching: Active learning practices are used to engage learners with the course curriculum. Regular and on-going checks for understanding are conducted. Learners receive regular and constructive feedback on their performance.

- Assignments: Assignments are aligned with the course learning goals. Learners are informed of the alignment between assignments and learning goals.

- Grading: Assessments are aligned with learning goals. Learner work is graded in a timely manner. Constructive feedback is provided in a timely manner.

- Communication with Learners: Communication with learners is regular, timely and responsive to their inquiries and needs.

- Final Grades: Final grades are submitted by the posted Registrar deadline. Learners are notified of their final grades when they are submitted to the Registrar.

III. **SERVICE (* = Required Activity for Satisfactory)**

Note: For a Satisfactory rating, you must receive at least a satisfactory in both required categories. For an Excellent rating, you must receive an excellent in both required categories.

I. Department, College, and/or University Engagement

Excellent	Satisfactory	Unsatisfactory
- Faculty member engages in committee work at the department/COE level AND additional work at the COE/University level. AND - Faculty member provides evidence of contributions that make a significant impact on the work of the committee and/or the department, college, or university.	- Faculty member engages in committee work at the department/COE level.	- Fails to meet criteria for satisfactory rating.

NOTES from Reviewer(s)

NOTE: In consideration of faculty members' pursuit of tenure and promotion, it is recommended that faculty seek to take on leadership role(s) in AU and/or CoE after the third year.

II.   **Additional Engagement Activities***

Excellent	Satisfactory	Unsatisfactory
● Two or more additional activities in the current year *with* evidence of extensive work in one or more of those additional categories.	● Two or more additional activities *without* evidence of extensive work in one of those categories.	● Fails to meet criteria for satisfactory rating.

Additional Activity Categories:

Categories	# Completed
Faculty member engages in quality, respected work in the following areas:	
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.	
Local/Community Engagement: Describe and explain how the work with schools, agencies, businesses, "clients", etc. has made an impact and/or had significance at the local level.	
State Engagement: Describe and explain how the work has made an impact and/or had significance at the state level.	
National/International Engagement: Describe and explain how the work has made an impact and/or had significance at the national/international level.	
Engagement in Professional Organizations: Evidence of enhancing the profession beyond the walls of the university *(e.g., a Board Member or an elected position in a professional organization, Content Teaching Academy chair, Chair of a Special Interest Group, reviewer for professional journals – research and practitioner, reviewer of professional conference proposals).*	

Presentations at Professional Conferences[1]: At least one presentation (local, state, regional, national, or international) in the current academic year. Explain how this was service and not scholarship/professional development.	
Consulting[1]: Evidence of collaborative work with professional /practitioner partners either in or out of Virginia[1].	
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.	

[1]**Activities to be classified as service are defined as** *(1) collaboration with an organization/entity activity that (2) the faculty member could do with minimal preparation and minimal follow-up interaction.*

[2]**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.*

NOTES from Reviewer(s)

Documents for Promotion of Lecturer

PROMOTION RUBRIC: LECTURER TO SENIOR LECTURER

James Madison University

College of Education – Learning, Technology, and Leadership Education (LTLE) Department

Instructional Faculty Promotion Rubric for Lecturer to Senior Lecturer (Non-Tenure Track)

This rubric is for use by non-tenure-track Lecturers at the penultimate year to inform submission of the dossier for promotion. The LTLE rubric aligns to the 2022-2023 James Madison University (JMU) Faculty Handbook. ***For supporting information and explanation of terms, see endnotes.*** This rubric is not to be used for Annual Performance Reviews.

I. Teaching and Advising

EXCELLENT:	SATISFACTORY:	UNSATISFACTORY:
Evidence of exemplary contribution as exhibited by a representative sample of sources relative to job expectations AND professional achievements <u>substantially</u> beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the SATISFACTORY contributions AND some of the following:	Evidence of regular and consistent adequate contribution as evidenced by a representative sample of sources relative to job expectations and professional achievements. Regular and consistent adequate contribution may include, but is not limited to, a representative sample of the following:	Inadequate contribution as exhibited by a lack of representative samples of sources of evidence relative to job expectations or inclusion of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory for a rating of unsatisfactory.
Teaching Effectiveness [*]		

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

● Develops accessible learning spaces, materials, and learning experiences. ● Integrates Universal Design for Learning (UDL) strategies in course syllabus, course design, instruction, and evaluation.	● Employs active teaching/learning processes (i.e., collaborative learning, cooperative learning, team learning, problem-based learning). ● Integrates critical thinking activities into teaching and learning activities. ● Provides learners with the opportunity to create a variety of products using their creativity, scholarship, effective communication skills, and critical thinking. ● Encourages learners to use a variety of media and strategies to represent their learning of course content, processes, and skills. ● Integrates independent, small, and large group practice into their teaching. ● Incorporates intercultural and international perspectives and	

	engagement into content and learning experiences.	

Course Re-Fresh / Re-Design and Delivery[*] includes, but is not limited to:

● Develops innovative pedagogical methods and materials. ● Integrates diverse contexts into curriculum. ● Integrates issues of access, inclusion and equity into course curriculum and delivery.	● Analyzes own teaching via a variety of tools and strategies. ● Adapts course processes and pace based on feedback (self, learner, other) while continuing to meet course objectives. ● Engages in review and revision of existing courses so that they better represent the state of the profession. ● Collaborates with program peers to review and re-fresh/re-design course curriculum and delivery.	

Course / Program Development / Review includes, but is not limited to:

• Develops innovative pedagogical methods and materials. • Engages in creating linkages (curriculum mapping) between	• Analyzes teaching of self via a variety of tools and/or approaches • Refines curricular content with academic colleagues, based on professional	

courses within a program, department, the College of Education and/or other colleges. Engages in designing or revising existing programs to meet 21st Century priorities and needs. • Incorporates issues and processes for of accessibility and inclusion into program curriculum and processes. •	standards, program mission and goals, changes in profession, changes to course objectives, and feedback from learners and peers. Collaborates with academic colleagues in development and deletion of courses. • Engages in designing new courses that fill a gap or need in existing programs. •	

Student Advising & Support[*] **includes, but is not limited to:**

• Chairs Senior Honors project, graduate student thesis committee, graduate applied research committee or graduate key assessment committee. • Serves on learner graduate committees. • Advises diverse learners and working adults informed by issues of access, diversity, inclusion, and equity.	• Advises assigned learners on program of study, program requirements and progress towards completion. • Provides program and professional/career advising to learners. • Serves as faculty advisor for one or more independent studies. • Serves on learner graduate committees. • Provides guidance to learner-researchers engaged in student scholarship.	
• Provides program supported guidance to learner-researchers engaged in student scholarship.		

Collaboration Related to Teaching and Learning

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

• Collaborates with external stakeholders/community members to deliver instruction/learning engagement out-of-the-classroom, "in situ". • Collaborates with colleagues, stakeholders, and/or community members to bring external environments/ "in situ" into the classroom via technology.	• Guest-lectures in a colleague's course • Brings guest lecturers into a course. • Co-teaches, co-plans, co-delivers, or coassess a course. • Collaborates with colleagues to integrate diverse perspectives and processes into the curriculum.	

Reviewer's Notes:

II. Scholarly Achievement and Professional Qualifications

EXCELLENT:

Evidence of exemplary contribution as exhibited by a representative sample of sources relative to job expectations AND professional achievements <u>substantially</u> beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the SATISFACTORY

contributions AND some of the following:
SATISFACTORY:

Evidence of regular and consistent adequate contribution as evidenced by a representative sample of sources relative to job expectations and professional achievements. Regular and consistent adequate contribution may include, but is not limited to, a representative sample of the following:

UNSATISFACTORY:

Inadequate contribution as exhibited by a lack of representative samples of sources of evidence relative to job expectations or inclusion of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit.

Consider the standards for excellence and satisfactory for a rating of unsatisfactory.

Professional Presentations[*]

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

● Present at multiple professional conferences (local, regional, national, international, on-site, digital/virtual). ● Present a non-traditionally delivered sessions. ● Seeks critical feedback from diverse sources regarding	● Present at professional conferences (national, international, on-site, digital/virtual) as university support allows. ● Present with colleagues representing diverse or non-traditional populations, perspectives, and approaches.	
presentation content and approach.		

Professional development[*]

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

- Engaged in professional development that involves new disciplines, knowledge, and skills. - Engaged in professional development that provided new perspectives, processes, or ways of knowing one's discipline.	- Collaborated in development, delivery, or assessment of student learning. - Engaged in professional development that updates, extends, enhances existing knowledge and skills. - Participated in non-traditional Professional Development activities.	

Supporting Student Scholarship

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

● Serves on committees for learners engaged in scholarship through Capstone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc.	● Assisted learners engaged in learner scholarship through Senior Honors Projects, Cap-Stone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc. ● Mentored learner-researchers in one's own scholarship.	

Reviewer's Notes:

III. Professional Service

EXCELLENT:	SATISFACTORY:	UNSATISFACTORY:
Evidence of exemplary contribution as exhibited by a representative sample of sources relative to job expectations AND professional achievements <u>substantially</u> beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from	Evidence of regular and consistent adequate contribution as evidenced by a representative sample of sources relative to job expectations and professional achievements. Regular and consistent adequate contribution may include, but is not limited to,	Inadequate contribution as exhibited by a lack of representative samples of sources of evidence relative to job expectations or inclusion of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit.

the SATISFACTORY contributions AND some of the following:	a representative sample of the following:	Consider the standards for excellence and satisfactory for a rating of unsatisfactory.
Service within James Madison University[*] **Demonstrates contribution regarding engagement in activities such as, but not limited to:**		
- Actively engaged in Program, AU, College, and University initiative discussions. - Actively served as a member of an active committee for the University. - Mentored/Coached Faculty and/or students within the Program, Department, and/or College beyond advising responsibilities.	- Coordinated an academic program(s) within the AU. - Actively served as a member of an active committee for the AU or College. - Actively participated in department meetings. - Led and/or actively participated in academic program meetings. - Coordinated special projects within the AU or College.	

Service External to James Madison University[*]

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

- Actively provided leadership to a community-based, or private sector organization committee (chair, recorder, etc.). - Coordinated special events for a national/international professional organization or private sector organization. - Coordinated special events for a community-based, or private sector organization. - Mentored/Coached members of a national/international professional organization or private sector organization. - Actively engaged in planning, implementation and/or evaluation of special events for national/international professional organization or private sector organization.	- Actively served as a member of a community-based, or private sector organization committee. - Actively served professional organization, as university support allowed.	

● Mentored/Coached members of a community-based, or private sector organization. ● Actively engaged in planning, implementation and/or evaluation of special events for a communitybased, or private sector organization.		

Membership in / Service to Professional Organizations[*]

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

• Coordinated special events for a local/regional, national, or international professional organization. • Mentored/Coached members, faculty and/or students within a local/regional, national, or international professional organization. • Actively provided leadership to a local/national/international professional organization (chair, recorder, etc.). • Actively provided leadership for a working committee within a national/international professional organization • Actively engaged in planning, implementation and/or evaluation of special events for a national/international professional organization	• Is an active member of appropriate professional organizations as supported by the College. • Actively engaged in planning, implementation and/or evaluation of special events for a local/regional professional organization.	

Evidence for Promotion, may include and is not limited to:

- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)
- Course Syllabus
- Examples of student work
- Letters and comments from former and current students, colleagues, and/or external partners
- Peer evaluation of instruction
- Course materials (e.g., presentation material, assignments, rubrics, assessments)
- Copies of professional publications
- Pages from Conference Programs with session documents, PowerPoints, evaluations, etc.
- Copies of Manuscript Reviews and materials
- Copies of Grant Reviews and materials
- Copies of Professional and/or Consulting reports
- Copies of Meeting Agendas, products, letters from committee chairs
- Copies of Minutes, agendas, publication materials, etc. for special events
- Copies of Conference Programs, handouts from sessions attended, travel documentation, etc. • Letters of Appreciation
- Current C.V.

Notes pertaining to this rubric:

1. For Promotion review, the actual artifacts to be considered as evidence should be submitted as a part of the Dossier. See the Dossier for details.
2. Performance that does not meet the Satisfactory Anchor status will be ranked Unsatisfactory.
3. For the purposes of this document, Research is considered a form of Scholarly Activity. Research represents a systematic investigation structured to provide new insight, with the goal of increasing the total knowledge of the subject. Because methodology, strategy, and approach vary with subject matter and the individual researcher, Research is [considered] a multidimensional process that is best defined operationally (Madison Conference, 1987).

4. Non-service Activity/Participation. Non-service Activity/Participation is defined as participation in a program, college, university, or professional event for which faculty visibility is important. Generally, such participation does not require additional effort either before or after the event. These activities, such as attendance at graduations, program, department, and college meetings is expected and not noted as a service accomplishment.
5. Membership/Planning. Membership/Planning engagement is defined as an important activity in support of one's program, the college, the university, or the profession that involves a moderate to significant time commitment. It is involvement but not significant leadership. It is anticipated that the bulk of one's service activities will fall into this category.
6. Leadership. Leadership service is defined primarily as activities that involve a very significant time commitment.
7. Annual salary adjustments for faculty members are dependent on, but not guaranteed by the results of the annual evaluations. Determination of faculty salaries in the academic unit for the upcoming year must not be made until the annual evaluation of each faculty member in the academic unit has been completed by the AUH (Faculty Handbook, Section III.I.2.).
8. The Faculty Handbook (Section III.L.) contains details outlining the process and procedures for appeals related to RTA contract renewal (Faculty Handbook III.F.3.i, III.F.3.j) or promotion (Faculty Handbook Section III.E.6.b.(9), III.E.6.b.(10), III.E.6.b.(11)). This includes the role of the Faculty Appeals Committee (Faculty Handbook Section III.L.1.a.). The Faculty Appeals Committee is a standing committee of the Faculty that is responsible for providing a means for an instructional faculty member to appeal decisions on certain specific matters to a committee of their peers.

PROMOTION RUBRIC: SENIOR LECTURER TO PRINCIPAL LECTURER

James Madison
University College of Education – Learning, Technology, and Leadership Education (LTLE) Department
LTLE Instructional Faculty Promotion Rubric for Senior Lecturer to Principal Lecturer (Non-Tenure Track)

This rubric is for use by non-tenure-track Senior Lecturers at the penultimate year to inform submission of the dossier for promotion to the rank of Principal. This LTLE rubric aligns to the 2022-2023 JMU Faculty Handbook. III.B.4.d. Principal Lecturer. In addition to the requirements for senior lecturer, appointment at the rank of principal lecturer is contingent upon recognition of outstanding professional accomplishment, evidenced by excellence in teaching, with an appropriate combination of service and scholarship achievement/professional qualifications, and normally a graduate degree in a relevant discipline. III.E.6.a.(5) Principal Lecturer Excellent ratings in teaching and one other area and at least a satisfactory rating in the third area is required for promotion to principal

lecturer. ***For supporting information and explanation of terms, see endnotes.*** This rubric is not to be used for Annual Performance Reviews.

I. Teaching and Advising

EXCELLENT: Evidence of exemplary contribution as exhibited by a representative sample of sources relative to job expectations AND professional achievements substantially beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a	SATISFACTORY: Evidence of regular and consistent adequate contribution as evidenced by a representative sample of sources relative to job expectations and professional achievements. Regular and consistent adequate *contribution may include, but is not limited to, a representative sample of the following:*	UNSATISFACTORY[ii]: Inadequate contribution as exhibited by a lack of representative samples of sources of evidence relative to job expectations or inclusion of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit.
representative sample from the SATISFACTORY contributions AND some of the following:		Consider the standards for excellence and satisfactory for a rating of unsatisfactory.
Teaching effectiveness * **Demonstrates contribution regarding engagement in activities such as, but not limited to:**		

● Develops accessible learning spaces, materials, and learning experiences. ● Integrates Universal Design for Learning strategies in course syllabi, course design, instruction, and evaluation.	● Employs active teaching/learning processes (i.e., collaborative learning, cooperative learning, team learning, problem-based learning). ● Integrates critical thinking activities into teaching and learning activities. ● Provides learners with the opportunity to create a variety of products using their creativity, scholarship, effective communication skills, and critical thinking. ● Encourages learners to use a variety of media and strategies to represent their learning of course content, processes, and skills. ● Integrates independent, small, and large group practice into their	
	teaching. ● Incorporates intercultural and international perspectives and engagement into content and learning experiences.	

Course Re-Fresh / Re-Design and Delivery[*] includes, but is not limited to:

● Develops innovative pedagogical methods and materials. ● Integrates diverse contexts into curriculum. ● Integrates issues of access, inclusion and equity into course curriculum and delivery.	● Analyzes own teaching via a variety of tools and strategies. ● Adapts course processes and pace based on feedback (self, learner, other) while continuing to meet course objectives. ● Engages in review and revision of existing courses so that they better represent the state of the profession. ● Collaborates with program peers to review and re-fresh/re-design course curriculum and delivery.	

Course / Program Development / Review includes, but is not limited to:

● Develops innovative pedagogical methods and materials. ● Engages in creating linkages (curriculum mapping) between courses within a program, department, the College of Education and/or other colleges. ● Engages in designing or revising existing programs to meet 21st Century priorities and needs. ● Incorporates issues and processes for/of accessibility and inclusion into program curriculum and processes.	● Analyzes teaching of self via a variety of tools and/or approaches ● Refines curricular content with academic colleagues, based on professional standards, program mission and goals, changes in profession, changes to course objectives, and feedback from learners and peers. ● Collaborates with academic colleagues in development and deletion of courses. ● Engages in designing new courses that fill a gap or need in existing programs.	

Student Advising & Support* includes, but is not limited to:

● Chairs Senior Honors project, graduate student thesis committee, graduate applied research	● Advises assigned learners on program of study, program requirements and progress towards completion.	

committee or graduate key assessment committee. ● Serves on learner graduate committees. ● Advises diverse learners and working adults informed by issues of access, diversity, inclusion, and equity. ● Provides program supported guidance to learner-researchers engaged in student scholarship.	● Provides program and professional/career advising to learners. ● Serves as faculty advisor for one or more independent studies. ● Serves on learner graduate committees. ● Provides guidance to learnerresearchers engaged in student scholarship.	

Collaboration Related to Teaching and Learning

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

● Collaborates with external stakeholders/community members to deliver instruction/learning engagement out-of-the-classroom, "in situ". ● Collaborates with colleagues, stakeholders, and/or community members to bring external	● Guest-lectures in a colleague's course ● Brings guest lecturers into a course. ● Co-teaches, co-plans, co-delivers, or co-assess a course.	

EXCELLENT: Evidence of significant adequate contribution from as exhibited by a representative sample of sources of evidence relative to job expectations AND professional achievements substantially beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the SATISFACTORY contributions AND some of the following:

SATISFACTORY: Evidence of regular and consistent adequate contribution as exhibited in a representative sample of sources of evidence relative to job expectations and professional

achievements. Regular and consistent adequate c*ontribution may include, but is not limited to, a representative sample of the following:*

environments/ "in situ" into the classroom via technology.	● Collaborates with colleagues to integrate diverse perspectives and processes into the curriculum.	

Reviewer's Notes:

II. Scholarly Achievement and Qualifications

UNSATISFACTORY[ii]: Inadequate contribution as exhibited by a lack of representative samples of sources of evidence relative to job expectations or inclusion of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.

Professional Presentations[*]

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

● Present at multiple professional conferences (local, regional, national, international, on-site, digital/virtual). ● Present a non-traditionally delivered sessions. ● Seeks critical feedback from diverse sources regarding presentation content and approach.	● Present at professional conferences (national, international, on-site, digital/virtual) as university support allows. ● Present with colleagues representing diverse or nontraditional populations, perspectives, and approaches.	

Professional development[*]

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

● Engaged in professional development that involves new disciplines, knowledge, and skills.	● Collaborated in development, delivery, or assessment of student learning. ● Engaged in professional development that updates,	

● Engaged in professional development that provided new perspectives, processes, or ways of knowing one's discipline.	extends, enhances existing knowledge and skills. ● Participated in non-traditional Professional Development activities.	

Supporting Student Scholarship

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

● Serves on committees for learners engaged in scholarship through Capstone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc.	● Assisted learners engaged in learner scholarship through Senior Honors Projects, Cap-Stone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc. ● Mentored learnerresearchers in one's own scholarship.	

Reviewer's Notes:

III. Professional Service

EXCELLENT: Evidence of significant adequate contribution from as exhibited by a representative sample of sources of evidence relative to job expectations AND professional achievements <u>substantially</u> beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the SATISFACTORY contributions AND some of the following:	SATISFACTORY: Evidence of regular and consistent adequate contribution as exhibited in a representative sample of sources of evidence relative to job expectations and professional achievements. Regular and consistent adequate c*ontribution may include, but is not limited to, a representative sample of the following:*	UNSATISFACTORY[ii]: Inadequate contribution as exhibited by a lack of representative samples of sources of evidence relative to job expectations or inclusion of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.
Service within James Madison University[*] **Demonstrates contribution regarding engagement in activities such as, but not limited to:**		

● Actively engaged in Program, AU, College, and University initiative discussions.	● Coordinated an academic program(s) within the AU. ● Actively served as a member of an active committee for the AU or College.	
● Actively served as a member of an active committee for the University. ● Mentored/Coached Faculty and/or students within the Program, Department, and/or College beyond advising responsibilities.	● Actively participated in department meetings. ● Led and/or actively participated in academic program meetings. ● Coordinated special projects within the AU or College.	

Service External to James Madison University[*]

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

● Actively provided leadership to a community-based, or private sector organization committee (chair, recorder, etc.). ● Coordinated special events for a national/international professional organization or private sector organization.	● Actively served as a member of a community-based, or private sector organization committee. ● Actively served professional organization, as university support allowed.	

● Coordinated special events for a community-based, or private sector organization. ● Mentored/Coached members of a national/international professional organization or private sector organization**.** ● Actively engaged in planning, implementation and/or evaluation of special events for national/international professional organization or private sector organization. ● Mentored/Coached members of a community-based, or private sector organization. ● Actively engaged in planning, implementation and/or evaluation of special events for a community-based, or private sector organization.		

Membership in / Service to Professional Organizations[*]

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

● Coordinated special events for a local/regional, national, or international professional organization. ● Mentored/Coached members, faculty and/or students within a local/regional, national, or international professional organization. ● Actively provided leadership to a local/national/international professional organization (chair, recorder, etc.). ● Actively provided leadership for a working committee within a national/international professional organization	● Is an active member of appropriate professional organizations as supported by the College. ● Actively engaged in planning, implementation and/or evaluation of special events for a local/regional professional organization.	

● Actively engaged in planning, implementation and/or evaluation of special events for a national/international professional organization		

Evidence for Promotion, may include and is not limited to:

- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)
- Course Syllabi
- Examples of student work
- Letters and comments from former and current students, colleagues, and/or external partners
- Peer evaluation of instruction
- Course materials (e.g., presentation material, assignments, rubrics, assessments)
- Copies of professional publications
- Pages from Conference Programs with session documents, PowerPoints, evaluations, etc.
- Copies of Manuscript Reviews and materials
- Copies of Grant Reviews and materials
- Copies of Professional and/or Consulting reports
- Copies of Meeting Agendas, products, letters from committee chairs
- Copies of Minutes, agendas, publication materials, etc. for special events
- Copies of Conference Programs, handouts from sessions attended, travel documentation, etc. ● Letters of Appreciation ● Current C.V.

Notes pertaining to this rubric:

1. For Promotion review, the actual artifacts to be considered as evidence should be submitted as a part of the Dossier. See the Dossier for details.
2. Performance that does not meet the Satisfactory Anchor status will be ranked Unsatisfactory.
3. For the purposes of this document, Research is considered a form of Scholarly Activity. Research represents a systematic investigation structured to provide new insight, with the goal of increasing the total knowledge of the subject. Because methodology, strategy, and approach vary with subject matter and the individual researcher, Research is [considered] a multidimensional process that is best defined operationally." (Madison Conference, 1987)
4. Non-service Activity/Participation. Non-service Activity/Participation is defined as participation in program, college, university, or professional event for which faculty visibility is important. Generally, such participation does not require additional effort either before or after the event. These activities, such as attendance at graduations, program, department, and college meetings is expected and not noted as a service accomplishment.
5. Membership/Planning. Membership/Planning engagement is defined as an important activity in support of one's program, the college, the university, or the profession that involve a moderate to significant time commitment. It is involvement but not significant leadership. It is anticipated that the bulk of one's service activities will fall into this category.
6. Leadership. Leadership service is defined primarily as activities that involve a very significant time commitment.
7. Annual salary adjustments for faculty members are dependent on, but not guaranteed by the results of the annual evaluations. Determination of faculty salaries in the academic unit for the upcoming year must not be made until the annual evaluation of each faculty member in the academic unit has been completed by the AUH (Faculty Handbook, Section III.I.2.).
8. The Faculty Handbook (Section III.L.) contains details outlining the process and procedures for appeals related to RTA contract renewal (Faculty Handbook III.F.3.i, III.F.3.j) or promotion (Faculty Handbook Section III.E.6.b.(9), III.E.6.b.(10), III.E.6.b.(11)). This includes the role of the Faculty Appeals Committee (Faculty Handbook Section III.L.1.a.). The Faculty Appeals Committee is a standing committee of the Faculty that is responsible for providing a means for an instructional faculty member to appeal decisions on certain specific matters to a committee of their peers.

Documents for Initial and Midpoint Review

RUBRIC FOR INITIAL AND MIDPOINT PROBATIONARY REVIEW

James Madison University
College of Education – Learning, Technology, and Leadership Education (LTLE) Department
LTLE Instructional Faculty Promotion and Tenure Rubric for Assistant Professor Midpoint Probationary Period Review and First Year Midpoint Review

This rubric is for use by tenure-track Assistant Professors at the initial evaluation (Faculty Handbook 2022-2023 III.E.3) conducted at the beginning of a new faculty member's second full semester at James Madison University, and at the midpoint of the probationary period, typically during the third year of candidacy to inform progress toward tenure (Faculty Handbook 2022-2023 III.E.4). Criteria for tenure and promotion to Associate Professor are found in the LTLE Tenure and Promotion rubric for Associate Professor. ***This rubric is not to be used for Annual Performance Evaluations.*** All faculty seeking promotion and/or tenure, regardless of contractually assigned responsibilities, will be held to the same promotion and tenure standards. This LTLE rubric aligns to the 20222023 JMU Faculty Handbook.

For supporting information and explanation of terms, see endnotes.
Revised 3/31/23.

I. TEACHING AND ADVISING includes but is not limited to:

EXCELLENT: Evidence of significant contribution from a representative sample of sources for job expectations **AND** professional achievements substantially beyond the norm in quantity, quality, **OR** merit which may	SATISFACTORY: Evidence of regular and consistent contribution from a representative sample of sources relative to job expectations and professional achievements. Regular and consistent *contribution may include, but is not limited to the following…*	UNSATISFACTORY (2): Inadequate contribution as exhibited by a lack of representative samples relative to job expectations or representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for

include, but are not limited to, a representative sample from the SATISFACTORY contributions AND some of the following…		excellence and satisfactory when determining unsatisfactory rating…
TEACHING EFFECTIVENESS* including but not limited to the following:		
- Employs active teaching/learning processes (i.e., collaborative learning, cooperative learning, team learning, problem-based learning). - Integrates critical thinking activities into teaching and learning activities. - Provides learners with the opportunity to create a variety of products using their creativity, scholarship, effective communication skills, and critical thinking. - Encourages learners to use a variety of media and strategies to represent their learning of course content, processes, and skills. - Integrates independent, small group and large group practice into their teaching. - Incorporates intercultural and international perspectives	- Clearly communicates policies, practices, and expectations of the course including coverage for instructor absence. - Models the use of instructional and/or information technology. - Includes current, relevant, content reflecting information, skills and disposition from multiple perspectives and contexts, using Bloom & Anderson's higher levels of application, evaluation, and creation. - Gathers formative feedback about own teaching from a variety of sources (e.g., colleagues, CIT, CFI, Assessment, students) using a variety of strategies. - Uses a variety of formats and strategies to deliver information to learners. - Maintains fair and impartial grading standards, providing timely feedback on progress.	

and engagement into content and learning experiences. ● Incorporates strategies to ensure accessibility and inclusion in learning space, materials, and experiences.	● Shows respect to alternative opinions, voices, and diverse context s. ● Is open to questions, engages with others and listens well. ● Activates students' prior knowledge to make connections to course content, processes, and outcomes. ● Provides constructive formative feedback to learners throughout the course. ● Uses a variety of media and strategies to deliver information to learners (e.g., video, simulations) ● Provides authentic opportunities for learner to actively engage with information, process, skills, clients, and stakeholders.	

COURSE REFRESHING/REDESIGN AND DELIVERY* including but not limited to:

● Analyze own teaching via a variety of tools and strategies. ● Refines learning objectives based on assessment findings. ● Participates in major revision of existing courses.	● Stays current with course subject matter. ● Participates in program activities to assess and update courses taught. ● Ensures course content is current, accurate, and conforms to the discipline's effective higher education teaching expectations.	

● Adapts course processes and pace based on feedback (self, learner, other). ● Engages in review and revision of existing courses so that they better represent the state of the profession and education. ● Incorporates design and delivery oriented towards accessibility and inclusion in learning space, materials, and experiences.	● Regularly reviews course syllabus, design, content, learning activities and, evaluation tools to ensure currency and effectiveness.	

COURSE/PROGRAM REVIEW AND DEVELOPMENT including but not limited to:

● Analyzes teaching of self/others via a variety of tools and/or approaches. ● Refines curricular content based on assessment findings. ● Develops new courses. ● Engages in designing new courses that fill a gap or need in existing programs. ● Engages in program review to assure meeting of appropriate professional organization and/or accreditation standards.	● Stays current with the program subject matter. ● Assures course content is current, accurate, and meets appropriate professional organization and/or accreditation standards. ● Participates in program activities to assess and update the curriculum	

● Incorporates issues and processes for accessibility and inclusion into program curriculum and processes.		

STUDENT ADVISING & SUPPORT* including but not limited to:

• Advises students on course selections. • Advises students on program requirements and progress toward graduation. • Advises students on choice of minor/major. Provides • program and professional/career advising to students. • Serves as faculty advisor for one or more independent studies. • Served on student Honors project or graduate student thesis committee. Provides • guidance to students engaged in student scholarship through Honors Senior Projects, Graduate Thesis, Cap-Stone products, etc. • Incorporates strategies for supporting diverse learners	● Maintains scheduled office hours including provisions for instructor absence. ● Provides a variety of opportunities for communication with students (online, appointments, emails, etc.). ● Treats students with courtesy and respect. ● Assists students in problem solving.	

and providing access to equitable opportunities.		

TEACHING AND LEARNING COLLABORATION including but not limited to:

- Guest-lectures in a colleague's course. - Brings guest lecturers into a course. - Co-teaches, plan, delivers, and/or assesses. - Collaborates with colleague(s) to integrate diverse perspectives and processes into teaching.	- Regularly meets to collaborate with colleagues teaching other sections of the same course. - Regularly meets with colleagues in the program to collaborate/ plan transitions and linkages across program courses/content. - Collaborates with colleagues, stakeholders and/or community members in development, delivery and/or assessment of learning.	

Reviewer Notes:

II. Scholarly Achievement and Professional Qualifications: includes but is not limited to:

EXCELLENT: Evidence of significant contribution from a representative sample of sources for job expectations **AND** professional achievements substantially beyond the norm in quantity, quality, **OR** merit	SATISFACTORY: Evidence of regular and consistent contribution from a representative sample of sources relative to job expectations and professional achievements. Regular and	UNSATISFACTORY: Inadequate contribution as exhibited by a lack of representative samples relative to job expectations or representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit.

which may include, but are not limited to, a representative sample from the SATISFACTORY contributions AND some of the following:	consistent *contribution may include, but is not limited to the following:*	Consider the standards for excellence and satisfactory when determining unsatisfactory rating.

PROFESSIONAL DEVELOPMENT* including but not limited to:

• Engages in professional development that updates, extends, enhances existing knowledge and skills. • Participates in professional development that increased knowledge and skills related to access, inclusion, and equity teaching, learning and/or research.	• Engages in professional development (on- and off-campus workshops: e.g., CFI, CIT, etc.) • Seeks alternative perspectives and approaches to instruction, content, and processes through various means. • Engages in a variety of selfdirected professional development through participation in on-and-off campus workshops, study groups, one-on-one tutorials, reading and reflection of professional publications (within one's own discipline and related disciplines), observations of and/or critical discussions with professional colleagues (with own discipline and other disciplines), stakeholders, and community members.	

REFEREED PUBLICATIONS** including but not limited to:

● Published as lead author in referred regional, national, and/or international proceedings and/or professional publication.	● Publishes one peer--reviewed manuscript in three years, as co-author or lead author. ● Engages in focused scholarship with publication potential.	

INTERNAL OR EXTERNAL GRANTS** including but not limited to:

● At least every 5 years, collaborated on development and submission of competitive externally funded grant proposal (private, government, state, regional, national, international).	● Actively explored grant writing opportunities. ● Authored or co-authored and submitted at least one internal grant in two years.	

OTHER RESEARCH (3) /SCHOLARLY ACTIVITIES* including but not limited to:

● Collaborate in exploration and development of research scholarship established diverse and/or extend methodology, design, and foci. ● Includes representatives of populations, and is experiences in scholarly	● Engages in scholarly activities that expand, clarify, or enhance and/or disciplinary knowledge incorporating research. ● Establishes a clear research / scholarship agenda diverse demonstrating progress perspectives, activities.	

PROFESSIONAL PRESENTATIONS* including but not limited to:

● Present at two or more professional conferences (local, regional, national, international, on-site, digital/virtual) annually.	● Presents at least one professional conference (local, regional national, international, onsite, digital/virtual) annually.	

CURRICULUM DEVELOPMENT including but not limited to:

● Design / Re-design and development of materials that incorporates diverse perspectives, formats, and delivery modes. ● Designs / re-designs, and/or develops materials to meet accessibility standards.	● Design and develops instructional materials within the AU, College, or University. ● Re-design/designs and/or develops curriculum materials for use outside the AU, College, or University. ● Reviews and revises existing curriculum and instructional materials for accessibility.	

REVIEWS COMPLETED including but not limited to:

● Reviews for competitive professional journals ● Reviews for competitive externally funded grants	● Reviews for competitive conference proposals. ● Writes and publishes books review for professional publications, newsletters, blogs, etc.	

SUPPORTING STUDENT SCHOLARSHIP* including but not limited to:

• Serves on more than Master's thesis, Master's papers, Master's applied research projects research committees. • Chairs Master's thesis, Master's papers, Master's applied research projects committee.	• Serves as member of Master's thesis, Master's papers, Master's applied research projects, and other AU related scholarship.	

NON-REFEREED PUBLICATIONS including but not limited to:

• Authors or coauthors, submits, and publishes a non-referred monograph, book, or topical journal (or similar digital media). • Collaborates on innovative ideas/theory published in nonreferred regional, national and/or international professional publications.	• Authors and submits manuscripts published in newsletters, popular press and other non-professional, nonrefereed publications, and media. • Collaborates on manuscripts published in popular culture and other non-professional publications or media.	

CONSULTING includes but is not limited to:

● Serves as expert or member of an expert team for internal or external client/stakeholder, including submission of reports involving data collection,	● Participates in data gathering meetings with internal Program Academic Reviews, stakeholder surveys, etc.	
analysis, recommendations, and guidance.		

Reviewer Notes:

III. Professional Service includes but is not limited to:

| EXCELLENT: Evidence of significant contribution from a representative sample of sources for job expectations **AND** professional achievements substantially beyond the norm in quantity, quality, **OR** merit which may include, but are not limited to, a representative sample from the SATISFACTORY contributions AND some of the following: | SATISFACTORY: Evidence of regular and consistent contribution from a representative sample of sources relative to job expectations and professional achievements. Regular and consistent c*ontribution may include, but is not limited to the following:* | UNSATISFACTORY: Inadequate contribution as exhibited by a lack of representative samples relative to job expectations or representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating. |

SERVICE WITHIN JMU* including but not limited to:

• Actively engages in planning, implementation and/or evaluation of special events for	• Actively engages-in program discussions beyond expected non-service activity/participation (4)	
• the program, department, or college. Actively serves as a member of • a committee of the department, college, or University. Leads an active • committee for the program, department and/or college. • Coordinates a program within the department. • Coordinates special events for the department or College. • Actively serves as advisor to an active student organization. Advocates for consideration of issues of accessibility, inclusion, and equity in related service activities.	• Responds in a timely manner to requests for assistance with program needs/activities. • Actively serves as a member of a current-committee of the program or department., if assigned • Mentors/Coaches students within the program, department, and/or college.	

SERVICE EXTERNAL TO JMU* **including but not limited to:**

• Active membership on a relevant communitybased, public, or private sector organization committee. • Serves in a leadership role for a relevant communitybased, public, or private sector organization. Coordinates special events for a	• Active membership/ planning (5) of a relevant communitybased, public, or private sector organization. • Actively engages in planning, implementation and/or evaluation of special events for a communitybased, public, or private sector organization.	
relevant communitybased, public, or private sector organization. • Actively advocates for consideration of issues of accessibility, inclusion, and equity in related service activities.		

MEMBERSHIP IN/SERVICE TO PROFESSIONAL ORGANIZATIONS* including but not limited to:

• Serves in a leadership role		

• of a local, regional, state, national or international professional organization. Coordinates special events for a local, regional, state, • national, international, or state professional organization. Mentors/Coaches members, faculty and/or students within a • local, regional, state, national or international professional organization. Actively engages in planning, implementation and/or evaluation of a special event (conference, symposia, websites, surveys, etc.) for a local, regional, state, national or	• Active membership in at least one local, regional, state, national or international professional organization. Actively engaged in • committee work of a local or regional professional organization.	

international professional organization. • Actively advocates for consideration of issues of accessibility, inclusion, and equity in a local, regional, state, national or international professional organization.		

Reviewer Notes:

Evidence for Promotion & Tenure, may include but is not limited to:

- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)
- Course Syllabus
- Examples of student work
- Letters and comments from former and current students, colleagues, and/or external partners
- Peer evaluation of instruction
- Course materials (e.g., presentation material, assignments, rubrics, assessments)
- Copies of professional publications
- Pages from Conference Programs with session documents, PowerPoints, evaluations, etc.
- Copies of Manuscript Reviews and materials
- Copies of Grant Reviews and materials
- Copies of Professional and/or Consulting reports
- Copies of Meeting Agendas, products, letters from committee chairs
- Copies of Minutes, agendas, publication materials, etc. for special events
- Copies of Conference Programs, handouts from sessions attended, travel documentation, etc.
- Letters of Appreciation
- Copies of Grant proposals and application documents, receipt notification, reviewer feedback, etc. • Current C.V.

ENDNOTES pertaining to this rubric:

* These Activities require a Satisfactory rating.

** These Activities are interchangeable and of equal weight. For example, a Refereed Publication is equitable to a "robust" grant award and extensive program development/review or APR. All three are NOT required for a Satisfactory rating.

(1) For Promotion and Tenure review, the actual artifacts to be considered as evidence should be submitted as a part of the Dossier. See the Dossier for details.

(2) Performance that does not meet the Satisfactory Anchor status will be ranked Unsatisfactory.

(3) For the purposes of this document, Research is considered a form of Scholarly Activity. Research represents a systematic investigation structured to provide new insight, with the goal of increasing. the total knowledge of the subject. Because methodology, strategy, and approach vary with subject matter and the individual researcher, Research is [considered] a multidimensional process that is best defined operationally." (Madison Conference, 1987)

(4) Non-service Activity/Participation. Non-service Activity/Participation is defined as participation in program, college, university, or professional event for which faculty visibility is important. Generally, such participation does not require additional effort either before or after the event. These activities, such as attendance at graduations, program, department, and college meetings is expected and not noted as a service accomplishment.

(5) Membership/Planning. Membership/Planning engagement is defined as an important activity in support of one's program, the college, the university, or the profession that involve a moderate to significant time commitment. It is involvement but not significant leadership. It is anticipated that the bulk of one's service activities will fall into this category.

Documents for Promotion to Associate Professor

PROMOTION AND TENURE RUBRIC: ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

James Madison University
College of Education – Learning, Technology, and Leadership Education (LTLE) Department **LTLE**
Instructional Faculty Promotion and/or Rubric for Associate Professor

This rubric is for use by tenure-track Assistant Professors at the penultimate year to inform submission of the dossier for tenure or promotion to Associate Professor.   This LTLE rubric aligns to the 2022-2023 JMU Faculty Handbook III.B.4.f., III.E.6.a.(2)., III.E.7.f.(4). ***For supporting information and explanation of terms, see endnotes.*** This rubric is not to be used for Annual Performance Reviews.

I. **Teaching and Advising**

EXCELLENT: Evidence of exemplary contribution as exhibited by a representative sample of sources relative to job expectations AND professional achievements <u>substantially</u> beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the SATISFACTORY contributions AND some of the following:	SATISFACTORY: Evidence of regular and consistent adequate contribution as evidenced by a representative sample of sources of evidence relative to job expectations and professional achievements. Regular and consistent Adequate c*ontribution may include, but is not limited to, a representative sample of the following:*	UNSATISFACTORY: Inadequate contribution as exhibited by a lack of representative samples relative to job expectations or of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.

Teaching Effectiveness *

Includes but is not limited to:

a) Develops accessible learning spaces, materials, and learning experiences. b) Integrates Universal Design for Learning strategies in course syllabus, course design, instruction, and evaluation.	a) Employs active teaching/learning processes (i.e., collaborative learning, cooperative learning, team learning, problem-based learning). b) Integrates critical thinking activities into teaching and learning activities. c) Provides learners with the opportunity to create a variety of products using their creativity, scholarship, effective communication skills, and critical thinking. d) Encourages learners to use a variety of media and strategies to represent their learning of course content, processes, and skills. e) Integrates independent, small, and large group practice into their	

	teaching. a) Incorporates intercultural and international perspectives and engagement into content and learning experiences	

Course Re-Freshing/Re-Design and Delivery

Includes but is not limited to:

a) Develops innovative pedagogical methods and materials. b) Integrates diverse contexts into curriculum. a) Integrates issues of access, inclusion and equity into course curriculum and delivery.	a) Analyzes own teaching via a variety of tools and strategies. b) Refines learning program goals and professional standards. c) Participates in major revision of existing courses. d) Adapts course processes and pace based on feedback (self, learner, other). e) Engages in review and revision of existing courses so that they better represent the state of the profession and education. f) Collaborates with program peers to review and re-fresh/re-design course curriculum and delivery.	

Course / Program Development / Review

Includes but is not limited to:

a) Develops innovative pedagogical methods and materials.	a) Analyzes teaching of self/others via a variety of tools and/or approaches.	
b) Engages in creating linkages (curriculum mapping) between courses within a program, department, or in the College of Education.	b) Refines curricular content based on program mission and goals, changes in profession, and feedback from learners and peers.	
c) Engages in designing or revising existing programs to meet 21st Century priorities priorities and needs.	c) Collaborates in development of new courses.	

d) Incorporates issues and processes for of accessibility and inclusion into program curriculum and processes.	d) Engages in designing new courses that fill a gap or need in existing programs.	

Student Advising & Support

Includes but is not limited to:

a) Senior Honors project, graduate student thesis committee, graduate applied research committee or graduate key assessment committee. b) Advises diverse learners and working adults informed by issues of access, inclusion, and equity.	a) Advises assigned learners on program of study, program requirements and progress towards completion. b) Provides program and professional/career advising to learners. c) Serves as faculty advisor for one or more independent studies. d) Serves on learner graduate committees. e) Provides guidance to learnerresearchers engaged in student scholarship.	

Collaboration Related to Teaching & Learning Includes but is not limited to:

a) Collaborates with external stakeholders/community members to deliver instruction/learning engagement out-of-theclassroom, "in situ". b) Collaborates with colleagues, stakeholders, and/or community members to bring external environments/ "in situ" into the classroom via technology.	a) Guest-lectures in a colleague's course. b) Brings guest lecturers into a course. c) Co-teaches, plans, delivers or assess a course. d) Collaborates with colleagues to integrate diverse perspectives and processes into the curriculum.

Reviewer's Notes:

II. Scholarly Achievement and Professional Qualifications

EXCELLENT: Evidence of outstanding professional accomplishment as exhibited by a representative sample of sources relative to job expectations **AND** performance substantially beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the

SATISFATORY contributions AND some of the following: **SATISFACTORY:** In addition to the requirements for assistant professor, appointment at the rank of associate professor is contingent upon substantial professional achievements, evidenced by a representative sample of sources relative to job expectations. Adequate contribution may include, but is not limited to, a representative sample of the following: **UNSATISFACTORY:** Inadequate contribution as exhibited by a lack of representative samples or of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit.

Consider the standards for excellence and satisfactory when determining unsatisfactory rating.

Refereed Publications[**]   At least one refereed publication as lead author every three years. Includes but is not limited to:

a) Authors or co-authors innovative theory in referred regional, national, and/or international professional publications. b) Creates and delivers executive education courses. c) Publishes Scholarly books (including chapters).	d) Publishes one peer –reviewed manuscript in 3 years as first or second author. e) Authored or Co-authored report for an External Grant (involving data collection and analysis), accreditation, and/or program review.	

d) Publishes in non-traditional and diverse media.	c) Published, significantly contributed to, or working on scholarship results and theoretical innovation. d) Develops or is developing discipline-based practice tools. e) Designs and/or Distributes materials for use in courses beyond own courses. f) Creates and publishes teaching aids. g) Conducts research on pedagogy. h) Publishes and/or in-progress written cases with instructional materials representing diverse contexts. i) Publishes and/or in-progress consulting reports.	

Refereed Grants^{**}

Includes but is not limited to:

a) At least every 5 years, provided leadership on development and	a) Collaborated on development and submission of competitive	

submission of competitive externally funded grant proposal (private, government, state, regional, national, international) reviewed by a panel of experts.	externally funded grant proposal (private, government, state, regional, national, international) reviewed by a panel of experts. b) Collaborated, lead on internally funded grant proposals.	

Extensive Program D&R, Standards Alignment, Academic Program Reviews[**]

Includes but is not limited to:

a) Equitable participation in writing reports (involving data collection and analysis) for Accreditation and/or Program Review.	a) Equitable collaboration in writing reports (involving data collection and analysis) for Accreditation and/or Program Review.	

Engaging in research/scholarly activities[*] Includes but is not limited to:

a) Leading a collaborative effort to publish instructional materials. b) Leading a collaborative effort to produce or develop a video, audio or other digital media that meets professional standards of quality.	a) Published instructional materials. b) Produced or significantly contributed to development of a video, audio or other digital media that meets professional standards of quality.	

Curriculum or instructional materials developed for use beyond JMU.

Includes but is not limited to:

a) Leading a collaborative effort to develop and disseminate case studies to be used in professional studies/development, focusing on accessibility and equity issues. b) Leading a collaborative effort to develop accessible and inclusive instructional guides to accompany instructional materials (materials may not be authored by the faculty).	a) Developed and disseminated case studies to be used in professional studies/development. b) Developed instructional guides to accompany instructional materials (materials may not be authored by the faculty). c) Developed materials to use in expanding learners' contextual knowledge and international perspective.	

Reviews Completed

Includes but is not limited to:

a) Completed reviews for competitive externally funded grants. b) Completed reviews for nontraditional professional organizations and/or sources of	a) Completed reviews for competitive conference proposals. b) Completed reviews for competitive professional manuscripts.	
information.		

Professional Presentations[*] Includes but is not limited to:

a) Present at multiple professional conference (local, regional, national, international, on-site, digital/virtual). b) Present a non-traditionally delivered sessions. c) Ensures presentations are accessible and inclusive. d) Seeks critical feedback from diverse sources regarding presentation content and approach.	a) Present at professional conference (national, international, on-site, digital/virtual) as university support allows. b) Present with colleagues representing diverse or nontraditional populations, perspectives, and approaches. c) Presents with inter-disciplinary colleagues.	

Professional development[*]
Includes but is not limited to:

a) Engaged in professional development that involves new disciplines, knowledge, and skills.	a) Collaborated in development, delivery, or assessment of student learning.	

b) Engaged in professional development that provided new perspectives, processes, or ways of knowing one's discipline.	b) Engaged in professional development that updates, extends, enhances existing knowledge and skills. c) Engaged in interdisciplinary professional development. d) Participated in non-traditional Professional Development activities.	

Consulting

Includes but is not limited to:

a) Served as solo expert consultant or lead an expert consultant team for internal or external stakeholder, including submission of reports involving data collection, analysis, recommendations, and guidance.	a) Served as member of an expert consultant team for internal or external stakeholder, including submission of reports involving data collection, analysis, recommendations, and guidance.	

b) Consulted with nontraditional and diverse professional entities, providing input on accessibility and equity in discipline.		

Supporting Student Scholarship

Includes but is not limited to:

a) Chaired committees for learners engaged in scholarship through Cap-Stone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc.	a) Assisted learners engaged in learner scholarship through Senior Honors Projects, Cap-Stone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc. b) Mentored learnerresearchers in one's	

	own scholarship.	

Non-Refereed Publications

Includes but is not limited to:

a) Published innovative theory in non-referred regional, national, and/or international professional publications. b) Attended to user experience and functionality of information disseminated through non-referred publications and other delivery modes.	a) Published in popular culture and other non-professional publications or media. b) Published or significantly contributed to a non-referred monograph, book, or topical journal (or similar digital media).	

Grant Writing

Includes but is not limited to:

a) Author or lead-author of a submitted grant proposal to support teaching and/or course development. a) Author or lead-author of a submitted competitive externally	a) Contributed to development of a competitive internally funded grant proposal (private, government, state, regional, national, international).	

| funded grant proposal (private, government, state, regional, national, international). | b) Co-Authored and submitted a grant proposal to support teaching and/or course development.

c) Co-Authored and submitted a competitive externally funded grant proposal (private, government, state, regional, national, international).

d) Authored and submitted a competitive internally funded grant proposal (private, government, state, regional, national, international).

e) Co-authored with colleagues from outside one's discipline, representing diverse knowledge and skills. | |

Reviewer's Notes:

III. Professional Service

| **EXCELLENT:** Evidence of outstanding professional accomplishment as exhibited by a representative sample of sources | **SATISFACTORY:** In addition to the requirements for assistant professor, appointment at the rank of associate professor is contingent | **UNSATISFACTORY:** Inadequate contribution as exhibited by a lack of representative samples or of representative samples demonstrating |

relative to job expectations **AND** performance <u>substantially</u> beyond the norm in quantity, quality, **OR** merit. Substantially beyond the norm in quantity, quality, or merit may include, but is not limited to, a representative sample from the SATISFATORY contributions AND some of the following:	upon substantial professional achievements, evidenced by a representative sample of sources relative to job expectations. Adequate contribution may include, but is not limited to, a representative sample of the following:	professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.
Service within JMU[*] Includes but is not limited to:		
a) Actively engaged in Program, AU, College, and University initiative discussions. b) Actively served as a member of an active committee for the University. c) Actively provided leadership to a committee for the University. d) Coordinated special events for the University.	a) Actively served as a member of an active committee for the AU or College. b) Actively provided leadership to an active committee for the Program, AU and/or College. c) Coordinated programs within the AU. d) Coordinated programs across the university or College.	

e) Mentored/Coached Faculty and/or students across the University. f) Actively engaged in planning, implementation and/or evaluation of special events for the University. g) Mentored/Coached Faculty and/or students within the Program, Department, and College.	e) Actively engaged as advisor to an active student organization. f) Actively engaged in planning, implementation and/or evaluation of special events for the Program, Department, or College.	

Service External to JMU[*]

Includes but is not limited to:

a) Actively provided leadership to a community-based, or private sector organization committee (chair, recorder, etc.). b) Coordinated special events for a national/international professional organization or private sector organization.	a) Actively served as a member of a community-based, or private sector organization committee. b) Actively served professional organization, as university support allowed.	

c) Coordinated special events for a community-based, or private sector organization.		
d) Mentored/Coached members of a national/international professional organization or private sector organization.		
e) Actively engaged in planning, implementation and/or evaluation of special events for national/international professional organization or private sector organization.		
a) Mentored/Coached members of a community-based, or private sector organization.		
b) Actively engaged in planning, implementation and/or evaluation of special events for a community-based, or private sector organization.		

Membership in / Service to Professional Organizations[*]

Includes but is not limited to:

a) Coordinated special events for a local/regional, national, or international professional organization. b) Mentored/Coached members, faculty and/or students within a local/regional, national, or international professional organization. c) Actively provided leadership to a national/international professional organization (chair, recorder, etc.). d) Actively provided leadership for a working committee within a national/international professional organization. e) Actively engaged in planning, implementation and/or evaluation of special events for a national/international professional organization.	a) Actively engaged in planning, implementation and/or evaluation of special events for a local/regional professional organization. b) Actively engaged in planning, implementation and/or evaluation of special events for a local/regional professional organization.	

Evidence for Promotion & Tenure, may include but is not limited to:

- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)

- Course Syllabus
- Examples of student work
- Letters and comments from former and current students, colleagues, and/or external partners
- Peer evaluation of instruction
- Course materials (e.g., presentation material, assignments, rubrics, assessments)
- Copies of professional publications
- Pages from Conference Programs with session documents, PowerPoints, evaluations, etc.
- Copies of Manuscript Reviews and materials
- Copies of Grant Reviews and materials
- Copies of Professional and/or Consulting reports
- Copies of Meeting Agendas, products, letters from committee chairs
- Copies of Minutes, agendas, publication materials, etc. for special events
- Copies of Conference Programs, handouts from sessions attended, travel documentation, etc.
- Letters of Appreciation
- Copies of Grant proposals and application documents, receipt notification, reviewer feedback, etc. • Current C.V.

Notes pertaining to this rubric:

These Activities are interchangeable and of equal weight. For example, a Refereed Publication is equitable to a "robust" grant award and extensive program development/review or APR. All three are NOT required for a Satisfactory rating.

1. This rubric is intended for Associate Professors regardless of contract type.
2. For Promotion and Tenure review, the actual artifacts to be considered as evidence should be submitted as a part of the Dossier. See the Dossier for details.
3. Performance that does not meet the Satisfactory Anchor status will be ranked Unsatisfactory.
4. For the purposes of this document, Research is considered a form of Scholarly Activity. Research represents a systematic investigation structured to provide new insight, with the goal of increasing the total knowledge of the subject. Because methodology, strategy, and approach vary with subject matter and the individual researcher, Research is [considered] a multidimensional process that is best defined operationally." (Madison Conference, 1987)
5. Non-service Activity/Participation. Non-service Activity/Participation is defined as participation in program, college, university, or professional event for which faculty visibility is important. Generally, such participation does not require

additional effort either before or after the event. These activities, such as attendance at graduations, program, department, and college meetings is expected and not noted as a service accomplishment.

6. Membership/Planning. Membership/Planning engagement is defined as an important activity in support of one's program, the college, the university, or the profession that involve a moderate to significant time commitment. It is involvement but not significant leadership. It is anticipated that the bulk of one's service activities will fall into this category.

7. Leadership. Leadership service is defined primarily as activities that involve a very significant time commitment.

8. Annual salary adjustments for faculty members are dependent on, but not guaranteed by the results of the annual evaluations. Determination of faculty salaries in the academic unit for the upcoming year must not be made until the annual evaluation of each faculty member in the academic unit has been completed by the AUH (Faculty Handbook, Section III.I.2.).

9. The Faculty Handbook (Section III.L.) contains details outlining the process and procedures for appeals related to promotion and tenure:

   a. Tenure-track faculty contract nonrenewal III.F.3.i, III.F.3.j
   b. Denial of Promotion III.E.6.b.(9), III.E.6.b.(10), III.E.6.b.(11)
   c. Tenured faculty termination due to Program Reduction or Elimination III.F.4.b.(4), III.F.4.b.(5)
   d. Tenured faculty termination for Financial Exigency III.F.4.a.(8), III.F.4.a.(9)
   e. Termination of faculty due to Inability to Perform for Medical Reasons III.F.4.c.(1), III.F.4.c.(2)
   f. Sanctions following a post tenure review III.E.8.o, III.E.8.p
   g. Sanctions imposed as a result of misconduct III.A.26.1, III.A.26.m.

This includes the role of the Faculty Appeals Committee (Faculty Handbook Section III.L.1.a.). The Faculty Appeals Committee is a standing committee of the Faculty that is responsible for providing a means for an instructional faculty member to appeal decisions on certain specific matters to a committee of their peers.

Documents for Promotion to Professor

PROMOTION RUBRIC: ASSOCIATE PROFESSOR TO FULL PROFESSOR

James Madison University
College of Education – Learning, Technology, and Leadership Education (LTLE) Department **LTLE**
Instructional Faculty Promotion & Tenure Evaluation Rubric for Full Professor

This LTLE Instructional Faculty T&P Evaluation Rubric is aligned to the criteria of the 2022-2023 JMU Faculty Handbook. For supporting information and explanation of terms, see endnotes [1-11]

This rubric is only to be used for promotion to Full Professor or tenure at the rank of Full Professor. The rubric is not to be used for Annual Performance Reviews. This LTLE Instructional Faculty T&P Evaluation Rubric for Full Professor is used for consideration of Associate Professors submitting an application for promotion to Full Professor.

If a tenured faculty member's overall annual performance is found to be unsatisfactory in the annual evaluation process, a development plan shall be designed and executed. This rubric will also be used as a reference in establishing the development plan for Full Professors who rate unsatisfactory in the APR.

According to the Faculty Handbook (III.E.4.a. Faculty Anticipated Activity Plan), *By the deadline established by the academic unit, each faculty member shall submit a description of anticipated activities for the coming year to the AUH. The relative weights of the three performance areas of teaching, scholarly achievement and professional qualifications, and professional service for an individual faculty member shall be determined by the faculty member and the AUH prior to the start of the academic year. The agreement should be shared with the AUPAC. An academic unit may have standard relative weights for the three performance areas, which will apply if individual negotiations are not agreed upon by the faculty member and the AUH. The agreement on weights may be renegotiated during the year under appropriate circumstances.* LTLE uses this policy to establish the assignments and expectations for Full Professors. In this way, Full Professors have flexibility regarding how they support the AU, CoE and JMU within the parameters of available resources and support.

I. Teaching and Advising

EXCELLENT: Evidence of exemplary contribution as exhibited by a representative sample of sources relative to job expectations **AND** a sustained level of rigor in productivity and/or including junior faculty in their professional work.	**SATISFACTORY:** In addition to the requirements for associate professor, appointment at the rank of professor is contingent upon recognition of outstanding professional accomplishment. Adequate contribution may include, but is not limited to, a representative sample of the following aspects of teaching effectiveness:	**UNSATISFACTORY:** Inadequate contribution as exhibited by a lack of representative samples or of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.
Teaching Effectiveness * Includes but is not limited to:		
a) Mentoring other faculty in design, development, and implementation of effective pedagogy for the diverse learners served by the AU.	a) Design and develop innovative instructional methods and materials using diverse formats and delivery modes. b) Incorporating diverse perspectives, processes, and experiences into curriculum.	

Course Re-Freshing/Re-Design and Delivery*
    Includes but is not limited to:

a) Review, revise, redesign, and develop marketing,	a) Provide leadership to colleagues in integrating	
recruitment, and other program materials for accessibility to diverse populations, including but not limited to persons with disabilities.	accessibility standards and UDL into course design, development and delivery and curricular and instructional materials and processes.	

Course / Program Development / Review

Includes but is not limited to:

a) Uses Quality Matters rubric to review and revise online courses. b) Provided leadership in Program Mapping, review and revisions of program goals, materials, courses, sequence and pacing to ensure program reflects state of the art.	a) Developed pedagogical methods and materials that reflect the standards of the Professional Organizations, ensuring access and inclusion to and by diverse learners. b) Provided leadership in creating linkages (curriculum mapping) between courses within a program, department, or College of Education. c) Mentored faculty in the C&I process. d) Mentored faculty in Academic Program Review process.	

Student Advising & Support[*]

Includes but is not limited to:

a) Advocates for diverse learners' access to research opportunities and support. b) Advocates for diverse learners' access to internships and assistantships. c) Mentors diverse graduate learners through preprofessional into professional roles and responsibilities.	a) Served as chair on learner graduate thesis committees, graduate applied research committee or graduate key assessment committees. b) Mentors faculty on learner graduate thesis, applied research, and key assessment committees.	

Collaboration Related to Teaching & Learning

Includes but is not limited to:

a) Mentors and coaches newer faculty in online teaching, graduate level teaching, teaching working adults, working with diverse learners, and other knowledge and skills to promote their success in teaching and learning.	a) Collaborated with external stakeholders/community members to deliver instruction/learning engagement out-of-the-classroom, "in situ". b) Collaborated with colleagues, stakeholders, and/or community members to bring external environments/ "in situ" into the classroom via technology.	

Reviewer Notes:

II. Scholarly Achievement and Professional Qualifications

EXCELLENT: Evidence of outstanding accomplishment as addition to the requirements sample of for associate professor, appointment at the rank of expectations **AND** a sustained level of rigor in including junior professional faculty in their professional work.	a) **SATISFACTORY:** In professional exhibited by a representative sources of evidence relative to job professor is contingent upon recognition of outstanding productivity and/or accomplishment. Adequate contribution may include, but is not limited to, a representative sample of the following:	contribution as exhibited by a lack of representative samples or of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.
Refereed Publications[3] Includes but is not limited to:		
a) Introduces new faculty to editors professional journals to as possible b) Publishes at least scholarly paper every three b) Serves as editor or co-editor of a professional journal and mentors new faculty in the profession for publication. **Refereed Grants[3]** **UNSATISFACTORY:** Inadequate	a) Invites newer faculty to and collaborate on writing projects. establish them one authors and reviewers. years.	

Includes but is not limited to:

a) Serves as reviewer for national level grant applications. b) Mentors newer faculty on grant writing process from locating grants, exploring their viability, authoring, collaborating with university services supporting grant activities, etc.	a) Systematically and regularly reviews grant opportunities at the university, national and international level. b) Writes at least one internal grant every two years. c) Collaborates with new faculty to write internal grants. d) Authors or Co-Authors, with newer faculty, an external referred grant every three years, unless already serving as PI on a grant.	

Extensive Program Development &Revision, Standards Alignment, Faculty Annual Review[3]

Includes but is not limited to:

a) Mentors other faculty for report writing. b) Provide support to other AU's writing extensive reports.	a) Provided leadership writing reports (involving data collection and analysis) for Accreditation and/or Academic Program Review.	

Engaging in research/scholarly activities*

Includes but is not limited to:

a) Coordinates interdisciplinary scholarship opportunities with newer faculty. b) Advocates for access to and equitable research experiences for diverse faculty and learners.	a) Leading a collaborative effort to publish instructional materials. b) Leading a collaborative effort to produce or develop a video, audio or other digital media that meets professional standards of quality.	

Curriculum or instructional materials developed for use beyond JMU Includes but is not limited to:

a) Leading a collaborative effort to ensure materials developed meet accessibility and UDL standards.	a) Leading a collaborative effort to develop and disseminate case studies to be used in professional studies/development. b) Leading a collaborative effort to develop instructional guides to accompany instructional materials (materials may not be authored by the faculty).	

Reviews Completed

Includes but is not limited to:

a) Completed reviews for competitive externally funded national and international grants. b) Introduced newer faculty to editors, state, federal and international organizations as future reviewer. c) Seeks out review opportunities involving diverse populations, funding, foci, and processes.	a) Completed reviews for competitive internally and externally funded university, state, and regional grants. b) Mentored newer faculty in reviewing internal and external competitive grants, conference proposals, and other professional documents / activities.	

Professional Presentations[*]

Includes but is not limited to:

a) Invited to present at a professional conference, at least once every 5 years. b) Invited to provide a key-note address, at least once every 5 years. c) Mentors newer faculty in designing, developing, and delivering successful presentation proposals and presentations. d) Introduces newer faculty to nontraditional professional organizations and opportunities to present.	a) Present at professional conference (local, regional, national, international, on-site, digital/virtual) as CoE and other university sources funds support. b) Collaborates with newer faculty in support of their development and delivery of professional presentations.	

Professional development[*]

Includes but is not limited to:

a) Engaged in professional development that involves new disciplines, knowledge, and skills. b) Engaged in establishing linkages between new disciplines' knowledge and skills. c) Seeks out diverse learning opportunities to expand one's professional reach, perspective, and influence.	a) Engaged in professional development that delved deeper or broader into established expertise knowledge and skills. b) Engaged in establishing linkages between related disciplines' knowledge and skills. c) Engaged in interdisciplinary learning opportunities. d) Mentors newer faculty in establishing a personal professional development plan and seeking out supports for professional development.	

Consulting

Includes but is not limited to:

a) Created and headed a team of expert consultants, including junior faculty, for internal or external stakeholder, including submission of reports involving data collection, analysis, recommendations, and guidance.	a) Provided official or unofficial consulting services to diverse stakeholders within the university, college, AU, and professional community at large.	

b) Served as solo expert consultant or lead an expert consultant team for internal or external stakeholder, including submission of reports involving data collection, analysis, recommendations, and guidance.	b) Mentors newer faculty regarding their professional progress and goals.	

Supporting Student Scholarship

Includes but is not limited to:

a) Served on committees for students engaged in scholarship in other JMU programs and at other universities. b) Served as mentor and/or on committees for diverse scholars at other universities.	a) Chaired committees for students engaged in scholarship through Senior Honors Projects, Cap-Stone projects, graduate qualifying exams, graduate theses, graduate applied research, graduate key assessments and doctoral dissertations, etc. b) Advocated for access and support to research opportunities for diverse learners. c) Mentored newer faculty in providing access and opportunity for learners to engage in research.	

Non-Refereed Publications

Includes but is not limited to:

a) Mentors newer faculty and learners regarding identification, design, development, and dissemination of information to non-traditional and alternative venues.	a) Disseminates innovative products, theories, concepts, and models through alternative 'publication' sources. b) Collaborates with / co-authors with newer faculty in development and dissemination of professional products and ideas through alternative sources.	

Grant Writing

Includes but is not limited to:

a) Collaborated Interdisciplinary Faculty to co-author a submitted local, regional and/or state level grant proposal to support teaching and/or course development. b) Collaborated with faculty at other universities, under-represented faculty, to author and submit an externally funded grant.	a) Actively and regularly reviews external grant opportunities. b) Author or lead-author of a submitted competitive externally funded grant proposal (private, government, state, regional, national, international). c) Author or lead-author of a submitted local, regional and/or state level grant proposal to support teaching and/or course development.	

Reviewer Notes:

III. Professional Service

EXCELLENT: Evidence of outstanding professional accomplishment as exhibited by a representative sample of sources of evidence relative to job expectations **AND** a sustained level of rigor in productivity and/or including junior faculty in their professional work:	b) **SATISFACTORY:** In addition to the requirements for associate professor, appointment at the rank of professor is contingent upon recognition of outstanding professional accomplishment. Adequate contribution may include, but is not limited to, a representative sample of the following:	**UNSATISFACTORY:** Inadequate contribution as exhibited by a lack of representative samples or of representative samples demonstrating professional achievement substantially below the norm in quantity, quality, or merit. Consider the standards for excellence and satisfactory when determining unsatisfactory rating.
Service within JMU[*] Includes but is not limited to:		
a) Provided leadership in planning, implementing, and evaluating university events.	a) Provided active and productive leadership to Program, Department, College, and University initiatives. b) Served as an active member of a University Committee. c) Provided active leadership to a university committee. d) Mentored/Coached Faculty and/or students across the University.	

	e) Mentored/Coached Faculty and/or students within the Program, Department, and College.	

Service External to JMU[*]

Includes but is not limited to:

a) Coordinated special events for a national/international professional organization or private sector organization.	a) Collaborated to support special events for a community-based, or private sector organization.	
b) Mentored/Coached members of a national/international professional organization or private sector organization.	b) Mentored/Coached members of a community-based, or private sector organization.	
c) Actively engaged in planning, implementation and/or evaluation of special events for national/international professional organization or private sector organization.	c) Mentored newer members of professional organizations at local and state levels (national level if university support is available).	
d) Actively provided leadership to a community-based, or private sector organization committee (chair, recorder, etc.).		

Membership in / Service to Professional Organizations[*]

Includes but is not limited to:

a) Actively provided leadership to a national/international professional organization (chair, recorder, etc.). b) Actively provided leadership for a working committee within a national/international professional organization. c) Actively engaged in planning, implementation and/or evaluation of special events for a national/international professional organization.	a) Mentored/Coached members, faculty and/or students within a local/regional, national, or international professional organization (as university support allows).	

Evidence for Promotion & Tenure, may include but is not limited to:
- Student course evaluation ratings (quantitative)
- Student comments from course evaluations (qualitative)
- Course Syllabus
- Examples of student work
- Letters and comments from former and current students, colleagues, and/or external partners • Peer evaluation of instruction

- Course materials (e.g., presentation material, assignments, rubrics, assessments) ● Copies of professional publications
- Pages from Conference Programs with session documents, PowerPoints, evaluations, etc.
- Copies of Manuscript Reviews and materials
- Copies of Grant Reviews and materials
- Copies of Professional and/or Consulting reports
- Copies of Meeting Agendas, products, letters from committee chairs
- Copies of Minutes, agendas, publication materials, etc. for special events
- Copies of Conference Programs, handouts from sessions attended, travel documentation, etc.
- Letters of Appreciation
- Copies of Grant proposals and application documents, receipt notification, reviewer feedback, etc.
- Current C.V.

Notes pertaining to this rubric:

* These Activities require Satisfactory rating.

** These Activities are interchangeable and of equal weight. For example, a Refereed Publication is equitable to a "robust" grant award and extensive program development/review or APR. **All three are NOT required** for a Satisfactory rating.

1. For Promotion and Tenure review, the actual artifacts to be considered as evidence should be submitted as a part of the Dossier. See the Dossier for details.
2. Performance that does not meet the Satisfactory Anchor status will be ranked Unsatisfactory.
3. For the purposes of this document, Research is considered a form of Scholarly Activity. Research represents a systematic investigation structured to provide new insight, with the goal of increasing the total knowledge of the subject. Because methodology, strategy, and approach vary with subject matter and the individual researcher, Research is [considered] a multidimensional process that is best defined operationally." (Madison Conference, 1987)
4. Non-service Activity/Participation. Non-service Activity/Participation is defined as participation in program, college, university, or professional event for which faculty visibility is important. Generally, such participation does not require

additional effort either before or after the event. These activities, such as attendance at graduations, program, department, and college meetings is expected and not noted as a service accomplishment.

5. Membership/Planning. Membership/Planning engagement is defined as an important activity in support of one's program, the college, the university, or the profession that involve a moderate to significant time commitment. It is involvement but not significant leadership. It is anticipated that the bulk of one's service activities will fall into this category.

6. Leadership. Leadership service is defined primarily as activities that involve a very significant time commitment.

7.   Annual salary adjustments for faculty members are dependent on, but not guaranteed by the results of the annual evaluations. Determination of faculty salaries in the academic unit for the upcoming year must not be made until the annual evaluation of each faculty member in the academic unit has been completed by the AUH (Faculty Handbook, Section III.I.2.).

8. The Faculty Handbook (Section III.L.) contains details outlining the process and procedures for appeals related to promotion and tenure:
    a. Denial of Promotion III.E.6.b.(9), III.E.6.b.(10), III.E.6.b.(11)
    b. Tenured faculty termination due to Program Reduction or Elimination III.F.4.b.(4), III.F.4.b.(5)
    c. Tenured faculty termination for Financial Exigency III.F.4.a.(8), III.F.4.a.(9)
    d. Termination of faculty due to Inability to Perform for Medical Reasons III.F.4.c.(1), III.F.4.c.(2)
    e. Sanctions following a post tenure review III.E.8.o, III.E.8.p
    f. Sanctions imposed as a result of misconduct III.A.26.1, III.A.26.m.

This includes the role of the Faculty Appeals Committee (Faculty Handbook Section III.L.1.a.). The Faculty Appeals Committee is a standing committee of the Faculty that is responsible for providing a means for an instructional faculty member to appeal decisions on certain specific matters to a committee of their peers.

Compelling Case Documents

COMPELLING CASE FOR EARLY PROMOTION AND/OR TENURE RUBRIC

Last Updated: 2-24-2023

James Madison University
College of Education – Learning, Technology, and Leadership Education (LTLE) Department
Compelling Case for Early Promotion and Tenure for the Department of Learning, Technology, and Leadership Education (LTLE)

The Faculty Handbook requires that each academic unit define what is required for a faculty member to make a "compelling case" for early consideration for promotion (Faculty Handbook III.E.6) and tenure (Faculty Handbook III.E.7.b). Proposals for early promotion and tenure are considered extraordinary actions. Tenure-track faculty members who intend to submit a package for promotion and tenure before they have completed their time in rank (as described in the James Madison University (JMU) Faculty Handbook or their contract) are advised to be familiar with the provisions regarding early promotion and tenure in the current version of the Faculty Handbook and academic unit guidelines for Promotion & Tenure.

Early Promotion and Tenure to Associate Professor

To make a compelling case for early promotion and tenure, to Associate professor, an LTLE faculty member must have demonstrated a record of success as an Assistant professor at JMU as evidenced by:

a)   a demonstrated a pattern of excellence in evaluations, as determined by academic unit guidelines, in teaching, scholarship, and service, and;

b)   documented excellence in their discipline as attested by a national reputation and three letters of support from nationally recognized scholars.

Early Promotion and Tenure to Full Professor

To make a compelling case for early promotion to full Professor, an LTLE faculty member must have demonstrated a record of success as an Associate professor at JMU as evidenced by:

a)   a demonstrated a pattern of excellence in evaluations, as determined by academic unit guidelines in teaching, scholarship, and service, and;

b)   documented excellence in their discipline as attested by a national reputation and at least three letters of support from nationally recognized scholars.

The Early Promotion and Tenure Process and Timeline

LTLE faculty members who wish to apply for early promotion and tenure to Associate professor or early promotion to full Professor must consult with the Dean of the College of Education (COE) and the LTLE Academic Unit Head (AUH) about their candidacy prior to the submission of the faculty member's dossier. This initial consultation is intended to insure the LTLE Personnel Advisory Committee (PAC) can be notified and are aware of the faculty members intention during the annual review process.

When consulting with the Dean of the COE and LTLE AUH of their desire to apply for early promotion and tenure to Associate professor or promotion to full Professor, the faculty member must present the following materials:

1. A letter of justification explaining why and how the candidate believes they have demonstrated a pattern of excellence in teaching, scholarship, service, and excellence in their discipline.

2. Documentation of annual reviews from both the LTLE AUH and LTLE PAC demonstrating a pattern of excellence in evaluations, as determined by academic unit guidelines in teaching, scholarship, and service.

3. A list of five nationally recognized scholars, listed alphabetically, in the faculty member's discipline from outside of the JMU community. The AUH and Dean will request letters of support from three scholars on this list that could potentially provide a letter of support for the faculty member.

A nationally recognized scholar is defined as an individual in the faculty member's field that can be internal or external to JMU, tenured at JMU or their current institution, and has a consistent pattern of contributions to the field.

The Dean and LTLE Unit Head will review materials submitted and determine whether or not the evidence supports the faculty member moving forward with pursuit of early promotion and tenure to associate professor or promotion to full professor and advise the candidate of their assessment separately, in writing, by the end of the current academic year's contract period as defined by the Faculty Handbook (Faculty Handbook III.D.2.a.).

The decision by the Dean of the COE and LTLE AUH to allow a compelling case to move forward does not alter the review process nor ensure advancement towards promotion and tenure to Associate professor or promotion to full Professor. The initial consultation with the Dean of the College and the LTLE AUH is only permission to submit materials and is independent of the review process. The faculty member will be held to the same expectations that they would encounter during the regular promotion and tenure cycle.

Faculty members have the right to withdraw their application for tenure and/or promotion any time prior to when the Provost makes their decision.