



Office of the Provost

# Department of Middle, Secondary and Mathematics Education

## Evaluation and Procedures

Approved: 2023

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# Department of Middle, Secondary and Mathematics Education

## Promotion, Tenure and Annual Evaluation Guidelines

### 2023 Draft

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## **I. Academic Unit Personnel Advisory Committee (AUPAC) Formation and Procedures**

The Department of Middle, Secondary, and Mathematics Education's (MSME) Academic Unit Personnel Advisory Committee (AUPAC) consists of three members each serving a 3-year term.

### **I.A. Elections and Eligibility**

The 3-year terms of AUPAC members are staggered. Every academic year, the term of one member of AUPAC ends and a new member is elected. Members of AUPAC whose term expires must wait one year before running for re-election to the committee. Each member chairs the committee during the third year of their term.

New members of the AUPAC may also be elected to fill any vacancies left by members who do not serve their full term. In these situations, those members will serve to the conclusion of the term of the member being replaced.

The AUH will conduct the election for all committee vacancies at the end of each spring semester. MSME full-time faculty members, herein defined as those members who have tenure, are tenure-track, or have a renewable term appointment (RTA), are eligible for nomination to serve on the AUPAC. Nominations, including self-nominations, will be elicited from MSME full-time faculty, tenure-track/tenured members, with nominated faculty being given an opportunity to accept the nomination before voting occurs.

MSME full-time faculty members are eligible to vote in this election. Faculty will be sent an anonymous ballot and asked to rank their choices for AUPAC members. This election process will also designate an alternate to serve on the committee during that year in the case of an unexpected vacancy or if a committee task excludes a member from participating (e.g., a non-tenured member or a member who is under review). The alternate will be the candidate with the highest ranking who is not elected to the committee.

### **I.B. Processes and Scope of Work**

Per section III.E.1.f. of the Faculty Handbook, new or revised procedures and criteria related to AUPAC's scope of work may be proposed to the academic unit by an individual faculty member, the AUPAC, or the AUH. Based on input from individual faculty and the AUH, the AUPAC makes revisions, adjustments, and clarifications to the MSME Faculty Evaluation and Procedures documents. New or revised procedures or criteria will be proposed to faculty by the AUPAC Chair, followed by a period of review by faculty. During the review period, faculty will have the opportunity to provide input on and ask questions about the new or revised procedures or criteria.

MSME faculty will vote to approve new or revised evaluation and procedures documents by majority vote. Per section III.E.1. of the Faculty Handbook, revisions and updates to the MSME Faculty Evaluation and Procedures documents will be implemented after approval by the AUH, Dean and Provost.

According to the Faculty Handbook (Section III.E.1.d Access to Records by AUPAC), in support of its role in evaluations, the AUPAC has the right to review all relevant material in the faculty member's personnel file in the academic unit's office or the dean's office. Before the personnel file is made available to the

AUPAC, the AUH will divide the file into those documents that are relevant for consideration and those that are not. The AUH will provide the faculty member with the opportunity to object to the division of documents. The faculty member may ask the dean to resolve any such objection or may place a statement in the materials to be accessible to the AUPAC. For more details see Faculty Handbook, Section III.G.2.

## **II. Annual Review**

As indicated in the Faculty Handbook, all faculty are required to submit an annual report that summarizes their accomplishments across teaching, scholarly achievement and professional qualifications, and professional service. The Annual Evaluation Guidelines and Rubric can be found in Appendices A & B, respectively.

### **II.A. APR Revisions**

Per section III.E.1.f. of the Faculty Handbook, new or revised APR procedures and criteria may be proposed to the academic unit by an individual faculty member, the AUPAC, or the AUH. Based on input from individual faculty and the AUH, the AUPAC makes revisions, adjustments, and clarifications to the Annual Performance Review (APR) template and rubric. New or revised procedures or criteria will be proposed to faculty by the AUPAC Chair, followed by a period of review by faculty. During the review period, faculty will have the opportunity to provide input on and ask questions about the new or reviewed procedures or criteria.

By no later than **March 1**, the AUPAC submits an electronic version of the revised APR template and rubric (to be considered and voted on for use the next academic year) to its AUH who in turn distributes it to their faculty. The template reflects the activities identified in the Faculty Handbook as they relate to teaching, scholarly activity and professional qualifications, and professional service. The rubric identifies the manner of how performance levels (excellent, satisfactory, unsatisfactory) will be determined.

Faculty will vote to approve the revised APR template and rubric by majority vote. Per section III.E.1. of the Faculty Handbook, revisions and updates to the APR template and rubric will be implemented after approval by the AUH, Dean and Provost.

### **II.B. APR Submission and Review Process**

Individual faculty electronically submit their completed APR and supplemental documentation to the AUH by no later than the **2nd Monday in May following spring commencement**.

Individual faculty also submit their completed APR and supplemental documentation reports to the AUPAC, if they choose to have their materials reviewed formatively by the AUPAC. The faculty member will make their preference for a formative review known to the AUH and AUPAC upon submission.

Because the criteria for Annual Evaluation, Midpoint Review, and Promotion and Tenure are so closely aligned in the MSME department, the MSME AUPAC recommends that junior faculty (i.e., untenured tenure-track faculty) submit their materials to the AUPAC for formative Annual Review every year prior to applying for Promotion and Tenure in order to receive the greatest amount feedback possible as they shape their teaching, professional service, and scholarly agendas.

AUPAC will write formative letters (no ratings) for each full-time faculty member requesting feedback on their teaching, scholarly activity and professional qualifications, and professional service based on the departmental rubric (Appendix B). APR submission to the MSME AUPAC is voluntary and strictly formative and developmental in nature and should in no way be considered an evaluation.

AUPAC will send formative letters to the AUH by **July 15**. AUH will consider the perspectives contained in AUPAC formative letters when conducting their evaluations.

Formative letters from the AUPAC will be distributed (via departmental mailbox and electronically) to all full-time faculty members requesting AUPAC review no later than **August 15**. The AUPAC will hold formative conferences with faculty members who request them in the fall semester.

During the summer and early fall, the AUH will meet individually with faculty members per sections Faculty Handbook sections III.E.4.a. – III.E.4.e. By no later than **October 1**, the AUH will provide an official written and electronic evaluation to each faculty member in their department, based on the departmental rubric.

The faculty member and the AUH sign the final evaluation and the AUH sends a copy of it to the Dean by **October 28**. If the faculty member does not sign the final evaluation, the AUH will forward it to the Dean with a notation of failure to sign.

## **II.C. Appeals to Annual Performance Review**

Before the AUH submits the official written evaluation to the Dean, the faculty member is given an opportunity to review and appeal the evaluation. If they do not accept the official written evaluation, then the faculty member has a maximum of seven days following receipt of the official written evaluation to make the appeal in writing. Failure to file a timely written appeal will result in the evaluation being sent forward to the dean, and no further appeal rights are available.

In the event that a faculty member appeals the AUH's evaluation of their Annual Performance Report...

- If the AUPAC did not write the appealing faculty member a formative letter (i.e., if that faculty member "opted out"), the AUPAC will serve as the appeals committee.
- If the AUPAC did write and submit a formative letter for the appealing faculty member, an alternate committee will serve as an appeals committee (described in the following section).

### **II.C.1. Alternate Appeals Committee**

The alternate appeals committee (3 members) shall be determined each year at the end of the spring semester and should be populated with eligible, tenured members in the order stated below. (Eligibility entails not having participated in the formative review of the appealing faculty member from which the AUPAC letter was written.)

1. Former AUPAC member(s), in order of most recent service
2. AUPAC alternate
3. AUPAC member(s) elected for the upcoming academic year (by order of voting results)
4. AUPAC alternate elected for the upcoming academic year

5. Tenured MSME faculty member(s), elected by the full-time faculty members of the department

If the AUH agrees with the recommendations of the reviewing body, they will take the appropriate action to confirm or modify their original evaluation, and will notify the reviewing body, the faculty member, and the Dean of this decision. The appeal process in the academic unit must be completed by **October 21**. The evaluation process is not final until any appeal has been completed.

#### II.D. Final Evaluation

The faculty member and the AUH shall sign the final evaluation and the AUH will send a copy of it to the Dean by **October 28**. If the faculty member does not sign the final evaluation, the AUH will forward it to the Dean with a notation of the failure to sign. If the AUH’s evaluation is not modified as recommended by the reviewing body, the Dean will review the AUH’s evaluation and the Appeals Committee’s recommendations to determine whether the AUH’s evaluation will be upheld or modified. The decision of the Dean on the evaluation is final and is not subject to appeal.

#### II.E. APR Procedures Timeline

Timeframe	Activity
Fall semester	APR template and rubric are revised by AUPAC based on faculty and AUH input
By March 1	APR documents distributed to faculty for
2 <sup>nd</sup> Monday in May following commencement	Faculty submit APR documents
Summer	AUH and AUPAC review APRs
By July 15	AUPAC sends formative letters to AUH
By August 15	AUPAC distributes formative letters to faculty
Summer/early fall	AUH meets with individual faculty
Early fall semester	AUPAC holds formative conferences with requesting faculty
By October 1	Faculty member receives official written evaluation from AUH
Within 7 days of receiving official written evaluation	Faculty member can file written appeal of the evaluation
By October 21	Appeals process in the academic unit must be complete
By October 28	Official evaluations are sent to the Dean

### III. Promotion and Tenure: Tenure-track/Tenured Faculty

Normally, a faculty member should have completed five years in academic rank before being reviewed for promotion (Faculty Handbook section III.E.6). In MSME, a faculty member can apply for tenure concurrent with or separate from promotion, depending on terms of the faculty member’s contract (Faculty Handbook section III.E.7.b.).

The promotion of an instructional faculty member shall be determined by merit regardless of the distribution of faculty by academic rank within the academic unit.

Promotion and Tenure dossier guidelines and rubric can be found in Appendix C.

### **III.A. Standards**

Teaching, scholarly achievement and professional qualifications, and professional service are the bases for evaluating the performance of candidates for promotion in academic rank. In each of these areas, the faculty member shall be evaluated as excellent, satisfactory or unsatisfactory. Determinations of the candidate's performance levels in the three evaluative categories will be based on the MSME rubric for promotion and tenure and arrived at through consensus of deliberation among AUPAC members. Problems with a faculty member's conduct may disqualify a candidate for promotion in academic rank. In the evaluation of faculty members being considered for promotion in academic rank, the following standards apply:

III.E.6.a.(1) Assistant Professor. At least satisfactory ratings in all areas are required for promotion to assistant professor.

III.E.6.a.(2) Associate Professor. An excellent rating in one area and at least satisfactory ratings in the others are required for promotion to associate professor.

III.E.6.a.(3) Professor Excellent ratings in two areas and at least a satisfactory rating in the third area are required for promotion to professor.

### **III.B. Promotion and Tenure Subcommittee**

At the end of each spring semester, the Academic Unit must establish a subcommittee to review each submitted application for promotion and tenure. In the MSME department, the AUPAC, as constituted after the spring election, will review applications for promotion and tenure. If an AUPAC member is not eligible to review (e.g., non-tenured, going up for promotion and/or tenure, etc.), MSME will name alternates in the following order:

1. AUPAC alternate
2. Former AUPAC member(s), in order of most recent service
3. Previous AUPAC alternate
4. Tenured MSME faculty member(s), elected by the full-time members of the department
5. Tenured COE faculty member(s) from outside the department, elected by the full-time members of the department

Alternate(s) will only serve on the committee(s) with vacancies. The elected AUPAC will conduct all other promotion and tenure reviews.

#### **III.B.1. Conflict of Interest**

In the event of a conflict of interest between a member of the AUPAC and a colleague pursuing promotion and/or promotion & tenure, the elected AUPAC alternate will assume the responsibility of the AUPAC member. Conflicts include, but are not limited to, two members of AUPAC going up for full professor the same year, or a personal relationship that exists between a member of AUPAC and a colleague seeking Promotion and/or Promotion & Tenure (by marriage or other social convention such as dating).



### III.C. Initial Evaluation

The initial evaluation will be conducted at the beginning of the faculty member's second full semester of full-time employment. This evaluation will consist of:

- A conference between the AUH and faculty member to discuss the faculty member's first semester performance and professional needs as perceived by both the faculty member and AUH,
- Documentation, requested by the AUH and provided by the faculty member either prior to or following the conference, to supply information for review and evaluation, and
- A written evaluation by the AUH, given to the faculty member within 14 days of the evaluation conference.

The initial evaluation process **must be completed by the end of the third week of the second full semester**. A copy of the written evaluation, signed by the faculty member and AUH, must be sent to the dean by the AUH. If the faculty member refuses to sign the written evaluation, this refusal must be noted on the evaluation when the AUH sends it forward to the Dean.

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

### III.D. Midpoint Review

Both the AUH and AUPAC will review independently the accomplishments of tenure track faculty at the midpoint of the probationary period, typically during the fourth year of candidacy. The candidate will submit their materials for review electronically to both the AUH and the AUPAC by **October 1** of their fourth year in their tenure-track position. The materials submitted for midpoint review will address the candidate's teaching, scholarly achievement and professional qualifications, and professional service and include:

- The candidate's teaching philosophy and how their instructional practices align with this philosophy,
- A discussion of how the candidate's teaching philosophy and practice align with the goals of the department, college, and university,
- A truncated CV that contains only the scholarly activities completed while at JMU,
- A one-page narrative describing the candidate's scholarly agenda and impact of scholarship,
- A one-page service narrative, and
- Copies (attached or linked) of APR reports for all years of employment in the candidate's tenure-track position at JMU.

Midpoint review materials will be evaluated using these criteria from the department's promotion and tenure rubric: (1) Teaching Narrative: Philosophy and Practice, (2) Teaching Narrative: Professionalism, (3) Scholarly Agenda, (4) Impact of Scholarship (Associate), and (5) Service Narrative (see Appendix C).

The AUH and AUPAC will independently rate the candidate's performance with respect to teaching, scholarly achievement, and professional qualifications, and professional service (if part of the candidate's duties), but the two parties may consult with one another with the purpose of establishing inter-rater reliability. The written evaluation from each should identify any aspects of the candidate's performance needing improvement to be on course for tenure and/or promotion. This written evaluation will be submitted to the candidate by **November 15**.

The candidate may request additional comprehensive reviews by the AUPAC following the midpoint review to help prepare the candidate for their promotion and tenure review.

If an AUPAC member is not eligible to conduct a midpoint review (e.g., they are the subject of the midpoint review), MSME will name alternates in the following order:

1. AUPAC alternate
2. Former AUPAC member(s), in order of most recent service
3. A tenured MSME faculty member, elected by the full-time members of the department.

### **III.E. Promotion and/or Tenure Review**

Faculty may apply for promotion in academic rank and tenure according to the timelines outlined in the Faculty Handbook (Sections III.E.6. Promotion in Academic Rank and III.E.7.b. Probationary Period [related to tenure]). MSME faculty should refer to the Promotion and Tenure Outline and Rubric (Appendix C) for guidance in preparing their materials for submission for promotion and/or tenure. This document offers a standard outline to be used by faculty within the MSME department in presenting data for consideration for promotion and/or tenure. The outline gives directions for which activities or accomplishments to include in designated areas. The rubric includes descriptions of quality within those domains. Candidates and evaluators (AUH and AUPAC) must adhere to the timeline outlined below (section III.H. of this document).

In the event the AUPAC and/or AUH has questions or concerns regarding submitted materials (FARs, Midpoint Reviews, Promotion and Tenure dossiers, etc.), it is possible and preferred for those questions or concerns to be sent directly to the faculty member to be clarified. Based on the information received, the AUPAC will move forward with its review process. The faculty member can then determine any necessary action in response based on their own professional best interest.

Any inquiry agreed upon and executed by the entire AUPAC to clarify the contents of the faculty member's portfolio will not interrupt / violate the process of reviewing the materials.

### **III.F. Compelling Case for Early Promotion and Tenure**

Proposals for early promotion and/or 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 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.

To present a compelling case for early tenure and promotion to associate professor, a faculty member must have a) completed at least four years as an assistant professor at JMU, b) demonstrated a pattern of excellence in evaluations, as determined by academic unit guidelines, in teaching, scholarly achievement and professional qualifications, and professional service, and as attested by a letter of support from an internal JMU faculty member, and c) excelled in their discipline as attested by a national reputation and two external letters of support from nationally recognized scholars.

To present a compelling case for early promotion to full professor, a faculty member must have a) completed at least three years as an associate professor at JMU, b) demonstrated a pattern of excellence in evaluations, as determined by academic unit guidelines in teaching, scholarly achievement and professional qualifications, and professional service, and c) excelled in their discipline as attested by a national reputation and at least three letters of support from nationally recognized scholars. These nationally recognized scholars are chosen by the candidate and cannot include members of the candidate's doctoral committee.

Faculty members who wish to apply for early tenure and/or promotion must consult with the Dean, the AUH, and the AUPAC about their candidacy by **March 1** of the academic year preceding their application. This timeline is intended to insure the AUPAC can be notified and aware of the candidate's intention during the annual review process.

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

- Letters of recommendation (as outlined above)
- Documentation of annual reviews from both the AUH and AUPAC demonstrating a pattern of excellence, as determined by academic unit guidelines, for teaching, scholarly achievement and professional qualifications, and professional service
- A letter of justification explaining why and how the candidate believes they have demonstrated a pattern of extraordinary levels of productivity, contribution, and acclaim within the last four years (for early promotion to associate) or within the last three years (for early promotion to full) of employment at JMU

The Dean and AUH will review materials submitted and determine whether or not the evidence supports the faculty member moving forward with pursuit of early tenure and/or promotion, and advise the candidate of their assessment separately, in writing, by **June 15**.

The decision to allow a compelling case to move forward does not alter the review process nor ensure a positive outcome. It is simply permission to submit materials and is independent of the review process. The faculty member will be held to the same expectations that they would encounter during the regular 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.

### III.G. Timeline for Midpoint Review and Promotion/Tenure

The timeline below outlines the timeframes and activities for normal review procedures for midpoint review and promotion/tenure. Faculty members aiming to present a compelling case for early promotion and tenure should follow the dates presented in section III.F. of this document; those deadlines and activities must be met before following the timeline outlined here.

Timeframe	Activity
<b>By September 1</b>	The faculty member will submit in writing to the AUH and department AUPAC their intention to apply for promotion and/or tenure.
<b>By October 1</b>	The faculty member going us for midpoint review <i>or</i> who wishes to be considered for promotion/tenure shall submit an electronic dossier featuring a summary of activities and accomplishments in the areas of teaching, scholarly achievement, professional qualifications, and professional service to the AUH and AUPAC. For promotion/tenure: failure by the faculty member to submit a dossier/summary of activities and accomplishments by the October 1 deadline shall constitute a refusal of a nomination or withdrawal of an application, and no consideration of promotion is required.
<b>By November 15</b>	The written recommendations of the AUPAC and AUH shall include a justification of their conclusions. The recommendations shall be submitted to the Dean by November 15, and a copy of both recommendations shall concurrently be provided to the faculty member. After the Dean has received both the AUPAC and AUH recommendations, a copy of the AUPAC recommendation shall be provided to the AUH, and a copy of the AUH recommendation shall be provided to the AUPAC.
<b>By December 15</b>	The written recommendation of the Dean shall include a justification of their conclusions. The recommendations of the AUH, AUPAC and Dean shall be submitted to the Provost by December 15. After the recommendations have been received by the Provost, a copy of the Dean's recommendation shall be provided to the AUH, the AUPAC and the faculty member.
<b>Spring semester</b>	See Faculty Handbook Section III.E.7.f. for a timeline of activities after recommendations have been sent to the Provost.

### III.H. Appeals to Promotion and Tenure

The faculty member shall submit a written notice of appeal to the Faculty Appeals Committee **within 30 days**, setting forth the grounds for the appeal and a summary of the arguments and evidence they intend to present at a hearing. Appeal guidelines may be found in the Faculty Handbook. Upon receipt of an appeal, the chair of the Faculty Appeals Committee shall promptly send an acknowledgment of the receipt to the faculty member and shall notify the President, Provost, appropriate Vice Provost, Dean, and AUH. If an appeal is filed, the Provost shall appoint a person to serve as the respondent,

representing the administration in the appeal process. The Faculty Appeals Committee shall determine if a hearing is warranted.

## **IV. Promotion: Lecturers**

Normally, a lecturer should have completed five years in academic rank before being reviewed for promotion, unless a compelling case for promotion leads to them be recommended for early promotion by the AUH. The responsibilities of a faculty member appointed to one of the lecturer ranks are focused predominantly on undergraduate education, with an expectation that the faculty member has at least a 60% teaching appointment. Lecturer appointments may include expectations for student advising, departmental service related to their instructional role, and/or scholarly achievement and professional qualifications that will be negotiated between the lecturer and the AUH or Dean. The evaluation and promotion process will consider lecturers' contributions and achievement in light of the expectations set forth in the appointment. Tenure will not be awarded at any of these ranks.

Dossier guidelines and rubric can be found in Appendix D.

### **IV.A. Rank Definitions**

The following rank definitions are provided by the Faculty Handbook, Section III.B.4.

**Lecturer:** The rank of lecturer is used for individuals within the academic unit whose primary responsibility is teaching. Lecturers are expected to be effective teachers, participate in professional service activities, and be engaged in activities that support professional development. Lecturers may perform other tasks as required by the department including, but not limited to: student advising, revising courses and curricula, and other administrative duties. Lecturers must have earned a minimum of a master's degree in their discipline, or related field, and work experience and/or professional certifications that meet SACSCOC and other departmental/college accreditation requirements. [see III.B.4.b.]

**Senior Lecturer:** In addition to the requirements of Lecturer, the rank of Senior Lecturer is expected to demonstrate a sustained record of mastery teaching and service performance, and provide evidence of continued professional development in their field of study. Scholarly achievement (e.g., scholarship and publication) are not typically an expectation of a lecturer, but such accomplishments may be considered as part of the evaluation for promotion. In addition, Senior Lecturers may be tasked with mentoring colleagues and undergraduate students, assisting with the development of courses or curricula, and have a sustained record of external outreach. [see III.B.4.c.]

**Principal Lecturer:** In addition to the requirements of Senior Lecturer, the rank of Principal Lecturer is expected to demonstrate a sustained record of exemplary teaching and service performance, evidence of recognition (e.g., awards, etc.) in the areas of teaching and/or professional service, and evidence of continued professional development in their field of study. In addition, a Principal Lecturer may be expected to have a considerable role in mentoring colleagues and graduate teaching assistants, leading course development or curricula changes, and guiding special instructional initiatives. [see III.B.4.d.]

## IV.B. Standards

Teaching, scholarly achievement and professional qualifications, and professional service are the basis for evaluating the performance of candidates for promotion in academic rank. In each of these areas, the faculty member shall be evaluated as excellent, satisfactory, or unsatisfactory. Determinations of the candidate's performance levels in the three evaluative categories will be based on the MSME rubric for promotion and arrived at through consensus of deliberation among AUPAC members. Problems with a faculty member's conduct may disqualify a candidate for promotion in academic rank. In the evaluation of faculty members being considered for promotion in academic rank, the following standards apply:

III.E.6.a.(4) Senior Lecturer: An excellent rating in teaching and at least satisfactory ratings in the second and third areas are required for promotion to senior lecturer.

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 are required for promotion to principal lecturer.

## IV.C. Promotion Subcommittee

At the end of each spring semester, the Academic Unit must establish a subcommittee to review each submitted application for promotion. In the MSME department, the AUPAC, as constituted after the spring election, will review applications for promotion. If an AUPAC member is not eligible to review, MSME will name alternates in the following order:

1. AUPAC alternate
2. Former AUPAC member(s), in order of most recent service
3. Previous AUPAC alternate
4. Tenured MSME faculty member(s), elected by the full-time members of the department
5. Tenured COE faculty member(s) from outside the department, elected by the full-time members of the department

Alternate(s) will only serve on the committee(s) with vacancies. The elected AUPAC will conduct all other promotion and tenure reviews.

### IV.C.1. Conflict of Interest

In the event of a conflict of interest between a member of the AUPAC and a colleague pursuing promotion, the elected AUPAC alternate will assume the responsibility of the AUPAC member. Conflicts include, but are not limited to, a personal relationship that exists between a member of AUPAC and a colleague seeking Promotion (by marriage or other social convention such as dating).

## IV.D. Timeline for Promotion

Timeframe	Activity
By September 1	The faculty member will submit in writing to the AUH and department AUPAC their intention to apply for promotion and/or tenure.

<b>By October 1</b>	<p>The faculty member who wishes to be considered for promotion/tenure shall submit an electronic dossier featuring a summary of activities and accomplishments in the areas of teaching, scholarly achievement, professional qualifications, and professional service to the AUH and AUPAC.</p> <p>Failure by the faculty member to submit a dossier/summary of activities and accomplishments by the October 1 deadline shall constitute a refusal of a nomination or withdrawal of an application, and no consideration of promotion is required.</p>
<b>By November 15</b>	<p>The written recommendations of the AUPAC and AUH shall include a justification of their conclusions. The recommendations shall be submitted to the Dean by November 15, and a copy of both recommendations shall concurrently be provided to the faculty member. After the Dean has received both the AUPAC and AUH</p>
	<p>recommendations, a copy of the AUPAC recommendation shall be provided to the AUH, and a copy of the AUH recommendation shall be provided to the AUPAC.</p>
<b>By December 15</b>	<p>The written recommendation of the Dean shall include a justification of their conclusions. The recommendations of the AUH, AUPAC and Dean shall be submitted to the Provost by December 15. After the recommendations have been received by the Provost, a copy of the Dean's recommendation shall be provided to the AUH, the AUPAC and the faculty member.</p>

#### **IV.D. Appeals to Promotion Decision**

The faculty member shall submit a written notice of appeal to the Faculty Appeals Committee **within 30 days**, setting forth the grounds for the appeal and a summary of the arguments and evidence they intend to present at a hearing. Appeal guidelines may be found in the Faculty Handbook. Upon receipt of an appeal, the chair of the Faculty Appeals Committee shall promptly send an acknowledgment of the receipt to the faculty member and shall notify the President, Provost, appropriate Vice Provost, Dean, and AUH. If an appeal is filed, the Provost shall appoint a person to serve as the respondent, representing the administration in the appeal process. The Faculty Appeals Committee shall determine if a hearing is warranted.

#### **V. Merit Pay**

Merit pay will be distributed equally to all faculty members with an overall pattern of Acceptable ratings, while the College continues to pursue the elimination of bias in evaluation practices and documents.

#### **VI. Appendices**

## A. APR Guidelines

**James Madison University**  
**College of Education - MSME Department**  
**Annual Performance Report for 2023-24 Academic Year**  
(approved 3/6/2023)

This form is for submitting data to the AUH (required) and to the PAC (if faculty member wishes). The requests made and the information reported do not restrict academic freedom as defined by AAUP. *Please see the MSME APR Rubric for descriptions of quality and quantity expected.*

### DIRECTIONS

- Submit completed form and course evaluation data (electronic) to the AUH by the second Monday after graduation (**Monday, May 20, 2024**). If you would like to receive formative feedback and/or be considered for COE awards, please **also** submit your APR form/course evaluations (electronic) to the AUPAC chair by the second Monday after graduation (**Monday, May 20, 2024**).
- Include only activities conducted within the prescribed time period (**May 1, 2023 – April 30, 2024**).
- Provide information in the requested formats and page lengths. Tables may be added as needed.
- Consult accompanying MSME APR Rubric for quality descriptions in each category.

### PERSONAL DATA

- Name: \_\_\_\_\_ Department: \_\_\_\_\_
- Current Rank and Title(s): \_\_\_\_\_
- Year of effective appointment to present rank: \_\_\_\_\_
- Did you negotiate relative weights scholarly achievement and professional qualifications, teaching, & professional service performance areas? Yes or No  
 IF YES, what did you negotiate?

## I. SCHOLARLY ACHIEVEMENT AND PROFESSIONAL QUALIFICATIONS (SEE MSME APR RUBRIC)

\* = Required Activity

### A. **Professional Development Activities\*** - Recommended page limit – ½ page; single-spaced

- Identify 3 professional development activities that you have engaged in during the APR year (e.g., Center for Faculty Innovation workshops (CFI), Center for Instructional Technology,



attending professional conferences, engaging in self-study, webinars, or professional book groups, conducting professional literature study, engaging in formal coursework).

- Briefly explain your purpose in completing these activities, i.e., the goal for engaging in each activity. Discussion should focus on scholarship that is “learned” rather than that which is “produced”.
- NOTE: You do NOT have to discuss impact in this section; please discuss impact in the “Innovations of Teaching” section (IF you want to).

**B. Publications\* - Please list publications from the last 3 years beginning with the most recent.** List all publications in proper APA format (**BUT include month – even if not part of APA – to clarify the 3year cycle**). Use headings corresponding to the bullets below. If the publication is “in press,” please note. Provide links to publications when available).

- List published books (indicate author or editor).
- List published papers/projects such as articles or book chapters (peer reviewed).
- List published papers/projects such as articles, white papers, media, public scholarship, etc. (**not** peer reviewed).
- List papers and projects *in progress* or *under review*. Indicate if peer reviewed.

NOTE: If a publication has been accepted but not published, please include documentation of acceptance and projected publication date.

NOTE: The department defines peer review as “external review by scholars in the field.”

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

Place an “x” in the category that applies to you:	
	Three peer-reviewed publications within the 3-year period ( <b>beginning May 1, 2021</b> ) and two additional activities ( <b>Excellent</b> )
	Two peer-reviewed publications within the 3-year period ( <b>beginning May 1, 2021</b> ) and two additional categories with evidence of <b>extensive work<sup>1</sup></b> in one of those categories ( <b>Excellent</b> )

	<p>One peer-reviewed publication within the 3-year period (<b>beginning May 1, 2021</b>). In addition, completed one of the following (<b>Excellent</b>). (Please an x in the blank that applies):</p> <p><input type="checkbox"/> Two additional activity categories with evidence of <b>extensive work</b> in both categories.</p> <p><input type="checkbox"/> Three additional activity categories with evidence of <b>extensive work</b> in one of those categories.</p>
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*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.*

### Additional Scholarship Activities

**An “X” in the blank indicates an additional activity. A “XX” in the blank indicates an activity with extensive work.**

- Non-peer Reviewed Publications (listed above)
- Peer Reviewed Conference Proceedings
- Presentations at Professional Conferences
- Engaging in Research Projects
- Grant Writing
- Consulting
- Curriculum Development
- Reviews Completed

Please list and/or describe your additional activities below. See rubric for quality indicators in each category. **Optional charts** are included in several categories. Faculty members can choose whether or not they would like to use them. *Please delete the charts if not using them.*

- C. **Peer Reviewed, Published Conference Proceedings** (Provide reference and describe process for publishing paper associated with conference presentations. Please use proper APA format.)
- D. **Professional Conference Presentations** (Please list in proper APA format; please explain if you were not in attendance/in the program)
  - International presentations

- National presentations
- Regional presentations
- State presentations
- Local presentations

E. **Engaging in Ongoing Research Projects:** Describe the scope and progress of ongoing research project(s) you are doing.

F. **Grant Writing and Management/Maintenance** (list and note your role in the grant)

- List funded grants.
- List unfunded grants.

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

G. **Consulting work with schools and agencies** (that which involves scholarly expertise and the development of new or revised content) – briefly describe duration and nature of work.

H. **Curriculum Development**

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

I. **Professional Reviews** (describe number and nature of work)

- Editorial boards
- Scholarly reviews published in journals
- Article reviews
- Book proposal reviews
- Book reviews (for publisher)
- Conference proposals
- Dissertation reviews
- Tenure and promotion reviews for other institutions

J. **Other Scholarly Honors**

## II. TEACHING (SEE MSME APR RUBRIC)

\* = Required for Satisfactory

Semester	Courses Taught/Reassigned Time	Total Number of Students Taught	Load/Hours
Summer			
Fall			
Spring			

### A. Teaching Evaluation via Teaching Artifacts\*

Excellent	Satisfactory	Unsatisfactory
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<p>Faculty submits and discusses course evaluations OR alternative artifacts (ONE artifact per semester) that are indicative of excellence in teaching.</p> <ul style="list-style-type: none"> <li>○ Student testimonials or other qualitative comments</li> <li>○ AUPAC Observation Feedback and Analysis/Reflection ○ AUH</li> <li>○ Peer Observation Feedback and Analysis/Reflection ○ Peer</li> <li>○ Self-Study Description and Analysis/Reflection ○</li> <li>○ Representative Assignments – Assignment, Rubric AND Student-Work Samples ○ Non-Peer</li> <li>○ Reviewed publications of teaching approaches/techniques</li> <li>○ TAP with analysis and reflection ○</li> <li>○ Student letter with analysis and reflection ○</li> <li>○ Other (must be approved by AUH)</li> </ul>	<p>Faculty submits and discusses course evaluations OR alternative artifacts (ONE artifact per semester) that are indicative of satisfactory in teaching, which may include the following:</p> <ul style="list-style-type: none"> <li>○ AUPAC Observation Feedback ○ AUH</li> <li>○ Peer Observation Feedback ○</li> <li>○ Representative Assignments – Assignment and rubric OR Student Work Samples</li> <li>○ TAP results ○</li> <li>○ Student letters</li> </ul> <p>Please clarify the purpose, and/or use of the artifact.</p>	<p>Fails to meet criteria for satisfactory rating.</p>
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**Please Indicate the artifact you are submitting for evaluation each semester/term:**

- Summer 2021:
- Fall 2021:
- Spring 2022:

**NARRATIVE (B-C): Provide a narrative on your teaching. Discuss the following either separately or in combination. Use headings to clarify your chosen organizational system. Although you teach multiple courses, our recommendation is that you focus your narrative on two courses or sections within the academic year (recommended length – 2 pages, single-spaced, one-inch margins):**

- B. **Analysis of Teaching\*** Discuss summative & formative assessment and actions taken in response
- C. **Innovations in Teaching\***
  - a. Describe specific efforts to keep course content and delivery current, design new courses that incorporate current best practices, experiment with new instructional approaches, integrate technology and/or engage in collaborative activities. Provide references in your reflection for support/clarification.
  - b. If you choose, discuss the impact of the activities listed in the Professional Development section.

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

- **Collaboration to Shape Courses/Field Placements**
- **Advising**
- **Additional Work with Students**
- **Specific Teaching Activities You Consider *Engaged Learning*** (for JMU’s definition of *engaged learning* visit <https://www.jmu.edu/engagement/learning/index.shtml>)

E. **Administrative and/or other Reassigned Time** – If applicable, describe work completed through any administrative assignments or reassigned time that you were awarded.

**III. PROFESSIONAL SERVICE (SEE MSME APR RUBRIC)**

\* = Required for Satisfactory

A. **Institutional Service\***

- List university, college, departmental, and program related committees/commissions, boards and/or student hearings, etc.
- Briefly describe your role on the committee. For a rating of excellent, discuss how your contributions make a significant impact such as:
  - helping to achieve the mission, vision, or goals of the committee and/or
  - tangibly supporting students and faculty and/or
  - enhancing program, department, college, and/or university activities and/or initiatives.

Name of Committee and Position (member, chair, etc.)	Level: University, College, Program, etc.)	Frequency of meetings OR Number of meetings attended	Level of involvement beyond meeting attendance. Describe <u>briefly</u> what you did. (Recommended: 40-word limit per committee)

**Discussion of extensive work (if considered for excellent):**

**B. Additional Activities\* – An “X” indicates an additional activity; An “XX” indicates extensive work.**

- Two or more additional activities required for satisfactory\*
- Extensive work (XX) in at least one of those 2 + categories required for excellent

\_\_\_\_\_ Additional Work at the Department, COE, or University Level (describe above)

\_\_\_\_\_ Local Engagement

\_\_\_\_\_ State Engagement

\_\_\_\_\_ National/International Engagement

\_\_\_\_\_ Engagement in Professional Organizations

\_\_\_\_\_ Presentations

\_\_\_\_\_ Consulting

\_\_\_\_\_ Collaboration/Community Engagement

\_\_\_\_\_ Mentoring of New Faculty

Please list and/or describe your additional activities below (or above in the case of “Additional Work at the Department, College, or University Level”). As appropriate, please indicate if your professional engagement is indicative of community engagement, civic engagement, or engaged learning. For JMU’s definitions of engagement, visit <https://www.jmu.edu/engagement/index.shtml>. See rubric for quality indicators in each category.

- **Local/Community Engagement** - Describe and explain how the work has made an impact and/or had significance in the field at the local school, district, agency, business, etc. Level.
- **State Engagement** Describe and explain how the work has made an impact and/or had significance in the field at the state level.
- **National/International Engagement** – Describe and explain how the work has made an impact and/or had significance in the field at the national/international level.
- **Engagement in Professional Organizations** ○ List membership, leadership, and other involvement in professional organizations at the national, state, and local level (include discussion of reviews here).
  - Briefly describe your role and/or impact of your participation (if applicable).

- **Presentations** – List presentations provided to classes, schools, or organizations, etc. These presentations are largely informal in nature.
- **Consulting** – List consulting services provided to schools, agencies, businesses, etc. These inservice sessions do not involve the development of new or different content on the part of the presenter.
- **Collaboration/Community Engagement** – 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.
- **Mentoring of New JMU Faculty** – Describe your activities and explain how the work has made an impact and/or had significance on the faculty member, department, college, and/or university.

**C. Optional: Other Service Accomplishments**

**D. Optional: Provide a reflection on your Service (recommended length – less than one page).**

**IV. OTHER PROFESSIONAL ACTIVITIES (OPTIONAL)**

Use this portion of the APR 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.

**V. REFLECTION**

State your goals/activities for *this* academic year. Indicate whether the goals/activities are completed, in progress, etc., and reflect on what helped or hindered your progress/completion.

**VI. ANTICIPATED GOALS AND/OR ACTIVITIES**

In preparation for your evaluation conference with the AUH, list your professional goals and expected activities related to scholarship, teaching, and service for the *next* academic year. Be as specific as possible, noting projects and proposals that are in various stages of development, explaining service activities/responsibilities you anticipate or are involved in, and describing innovations you plan to implement. You are encouraged – but not required – to align your goal(s) with the JMU College of Education’s 5 Ps Infographic ([https://www.jmu.edu/coe/deansoffice/diversity\\_equity\\_inclusion.shtml](https://www.jmu.edu/coe/deansoffice/diversity_equity_inclusion.shtml)).

Note: These goals may be adjusted early in the fall semester based on your personal reflections, feedback from the AUPAC, and feedback from the AUH. In addition, you may propose standard relative weights for the three performance areas for consideration by the AUH.



**B. APR Rubric**

**COLLEGE OF EDUCATION – MSME DEPARTMENT  
RUBRIC FOR ANNUAL PERFORMANCE REVIEW**

(approved 3/6/2023)

This form is for use in conjunction with the Annual Performance Report form.

**I. SCHOLARLY ACHIEVEMENT AND PROFESSIONAL QUALIFICATIONS (\* = Required Activity for Satisfactory)**

**\*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, engaging in self-study or book groups, conducting professional literature study, engaging in formal coursework). 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?). Discussion in this section should focus on scholarship that is “Learned” rather than what is “Produced”. NOTE: You do not have to discuss “impact” in this section; rather, discuss impact in the “Innovations in Teaching section” (if you would like).

Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>Identifies 3 professional development activities and discusses the purpose for engaging in each activity</li> </ul>	<ul style="list-style-type: none"> <li>Fails to meet criteria for satisfactory rating</li> </ul>

**\* Peer Reviewed Publications:**

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

**Note:** A minimum of two peer-reviewed pieces accepted for publication are expected by the time the faculty member applies for tenure and/or promotion. We define peer review as “external review by scholars in the field.” See also <https://www.editage.com/insights/7-common-types-of-academic-peer-review>

Excellent	Satisfactory	Unsatisfactory
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<ul style="list-style-type: none"> <li>• Three peer reviewed publications accepted within the 3-year cycle and two additional activities (none requiring extensive<sup>2</sup> work)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Two peer reviewed publications accepted within the 3-year cycle and two additional activity categories in the current year with evidence of extensive<sup>2</sup> work in one of those additional categories</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• One peer reviewed publication accepted within the 3-year cycle. In addition, in the current year, complete one of the following: <ul style="list-style-type: none"> <li>○ Two additional activity categories with evidence of extensive<sup>2</sup> work in both categories</li> <li>○ Three additional activity categories with evidence of extensive<sup>2</sup> work in one of those categories</li> </ul> </li> </ul>	<p>One peer reviewed publication within the <b>3year cycle</b> and two additional activities in the current year (without evidence of extensive work).</p>	<p>Fails to meet criteria for satisfactory rating</p>
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**Additional Activity Categories:**

Categories	# Completed
<b><i>Faculty member engages in quality, respected work in the following areas:</i></b>	
<u>Non-Peer Reviewed Publications:</u> Describe and explain how the publication uses scholarly expertise. Provide evidence that this publication has made an impact and/or had significance in an education-related field of study.	
<u>Peer Reviewed Conference Proceedings:</u> Describe process for publishing paper associated with professional conference presentation.	
<u>Presentations at Professional Conferences<sup>1</sup>:</u> At least one presentation that uses scholarly expertise <sup>1</sup> in the current academic year. (This may be local, state, regional, national or international.)	

<p><u>Engaging in Research</u>: Evidence of quality research that informs the profession. <i>Some examples that would qualify for this activity might include preliminary analyses of data, manuscripts submitted (i.e., under review but not yet accepted), or conference submissions (papers and presentations) that have yet to be accepted or presented. Some <u>non-examples</u></i></p>	
<p><i>would be beginning the IRB process or collaborating with a colleague to generate a research idea or question. Said differently, there must be sufficient progress made on the research such that it can inform the profession. If need be, please submit artifacts that show evidence of this activity.</i></p>	
<p><u>Grant Writing</u>: Evidence of attempts, successful and unsuccessful, to obtain funding (e.g., describe your role in the grant writing process).</p>	
<p><u>Consulting</u><sup>1</sup>: Evidence of collaborative work that uses scholarly expertise<sup>1</sup>.</p>	
<p><u>Curriculum and Materials Developed for Use beyond JMU Course Work</u>: Describe and explain how this work uses scholarly expertise.</p>	
<p><u>Reviews Completed</u>: (e.g., journal article, book review, chapter review, conference proposals, etc.) Nature of review work identified as well as the number of reviews completed for each.</p>	

<sup>1</sup>**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., inservice or conference presentation).

<sup>2</sup>**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.

## II. 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 adherence to recommendations based on the APR rubric from the previous year will have an impact on the AUH's rating.

A. **Teaching Evaluation\***

Excellent	Satisfactory	Unsatisfactory
<p>Faculty submits and discusses <b>one artifact per semester</b> that is indicative of excellence in teaching. See APR form for artifact options and required components.</p> <p>Submitted artifacts clarify the procedure, purpose, or use of the artifact AND demonstrate evidence of excellence in teaching through the faculty member's thoughtful reflection on effectiveness.</p>	<p>Faculty submits and discusses <b>one artifact per semester</b> that is indicative of satisfactory in teaching. See APR form for artifact options and required components.</p> <p>Submitted artifacts demonstrate evidence of satisfactory teaching through inclusion of required components listed in the APR form and any description needed for evaluators to understand the procedure, purpose, or use of the artifact.</p>	<p>Fails to meet criteria for satisfactory rating.</p>

B. **Analysis of Teaching\***

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>• Faculty discusses thematic patterns that emerge from both formative and summative qualitative data; these discussions reveal careful, systematic analysis of comments and address patterns that emerge from students in more than one course or section.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Faculty discusses specific actions planned as a result of the insights gained from formative and summative assessments for more than one course or section.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty discusses thematic patterns that emerge from both formative and summative qualitative data; these discussions reveal careful, systematic analysis of comments and address patterns that emerge from students in one course or section (or discusses multiple courses/sections superficially).</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p>Fails to meet criteria for satisfactory rating.</p>

C. **Innovations in Teaching\*** - Description of specific efforts to keep course content and delivery current, or to design new courses incorporate current best practices. You may discuss the impact of

the activities you listed in the Professional Development section (page 1), if you wish. You may also discuss efforts to design new courses, experiment with new instructional approaches, to integrate technology, and/or the impact of engaging in additional training and professional development activities.

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>Faculty discusses specific efforts to keep content and delivery current for <b><i>more than one course or section</i></b></li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>Description of efforts to design new courses</li> </ul> <p>Discussion describes incorporating current research, theory, or best practices and includes innovations such as</p> <ul style="list-style-type: none"> <li>the integration of emerging research,</li> <li>experimentation with new instructional approaches,</li> <li>adoption of new texts or teaching materials,</li> </ul>	<p>Faculty discusses specific efforts to keep content and delivery current for <b><i>only one course or section.</i></b></p> <p>Discussion incorporates current research, theory, or best practices and includes innovations such as the integration of technology, purposeful engagement and/or collaborative activities, (e.g., CFI, training sessions, etc.).</p> <p><b>OR</b></p>	<p>Fails to meet criteria for satisfactory rating.</p>
<ul style="list-style-type: none"> <li>integration of technology, etc.</li> </ul> <p>Discussions can demonstrate the impact of activities listed under “professional development” for purposeful engagement, and/or collaborative activities (e.g., CFI, training sessions, etc.).</p>	<p>Description of multiple courses or sections fails to incorporate best practice as described above.</p>	

D. **Additional Activities\***

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

- Collaboration to Shape Courses/Field Placements: Evidence of impactful efforts to collaborate with members of the department, college, and beyond (e.g., with other institutions or with teachers/school personnel). 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.
- Advising: Evidence of innovative or above-and-beyond commitment to advising (e.g., *Lead advisor meetings, participate in advisor meetings, i.e., resume building workshop, student teaching workshops, etc.*).
- Additional Work with Students: Evidence of work with students outside regular classroom settings (e.g., *independent studies, comprehensive exams, honors and/or graduate thesis/project committees, taking students to professional meetings, mentoring student presentations at conferences, including students in research projects*).
- Reassigned Time: Discuss work accomplished required if applicable

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

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

**I. Department, College, and/or University Engagement\***

Excellent	Satisfactory	Unsatisfactory
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<p>• Faculty member engages in committee work at the department/COE level (at least one) AND additional work at the COE/University level (at least one)</p> <p>AND</p> <p>• Faculty member provides evidence of contributions that make a significant impact on the work of the committee and/or the department, college, or university, such as:</p> <ul style="list-style-type: none"> <li>○ helping to achieve the mission, vision, or goals of the committee and/or</li> <li>○ tangibly supporting students and faculty and/or</li> <li>○ enhancing program, department, college, and/or university activities and/or initiatives.</li> </ul>	<p>Faculty member engages in committee work at the department/COE level.</p>	<p>Fails to meet criteria for satisfactory rating.</p>
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NOTE: In consideration of faculty members' pursuit of tenure and promotion, it is recommended that faculty seek to take on leadership role(s) after the third year.

**II. Additional Engagement Activities\***

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

**Additional Activity Categories:**

Categories	# Completed

<b><i>Faculty member engages in quality, respected work in the following areas:</i></b>	
<u>Additional Work at the Department, COE, or University Level:</u> Describe and explain how the work has made an impact and/or had significance in the department, college, or university (includes impact on faculty and/or students).	
<u>Local/Community Engagement:</u> Describe and explain how the work with schools, agencies, businesses, etc. has made an impact and/or had significance in the field at the local level.	
<u>State Engagement:</u> Describe and explain how the work has made an impact and/or had significance in the field at the state level.	
<u>National/International Engagement:</u> Describe and explain how the work has made an impact and/or had significance in the field at the national/international level.	
<u>Engagement in Professional Organizations:</u> Evidence of enhancing the profession beyond the walls of the university ( <i>e.g., a Board Member or an elected position in a professional organization, Content Teaching Academy chair, Chair of a Special Interest Group</i> ).	
<u>Presentations at Professional Conferences<sup>1</sup>:</u> At least one presentation (local, state, regional, national or international) in the current academic year.	
<u>Consulting<sup>1</sup>:</u> Evidence of collaborative work with P-12 partners either in or out of Virginia <sup>1</sup> .	
<u>Collaboration:</u> 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.	
<u>Mentoring of New JMU Faculty:</u> Evidence of proactive, effective, supportive mentorship carried out in a systematic fashion with the goal of supporting new faculty and providing insight regarding induction to the department, college, and/or university.	

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



<sup>2</sup>**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.

**V - REFLECTION**

Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>• States 3 professional goals – one in scholarship, one in teaching, and one in service – pursued during <b>this</b> academic year</li> <li>• Updates and reflects on progress of goals/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to meet criteria for satisfactory rating</li> </ul>

**IV – ANTICIPATED GOALS OR ACTIVITIES**

Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>• Identifies 3 professional goals – one in scholarship, one in teaching, and one in service – for <b>next</b> academic year Goals and associated activities are discussed with specificity and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to meet criteria for satisfactory rating</li> </ul>

## **C. Tenure-Track/Tenured Faculty Promotion and Tenure Outline and Rubric**

### **COLLEGE OF EDUCATION - MSME DEPARTMENT**

#### **Promotion and/or Tenure Dossier Outline and Rubric**

(approved 5/1/2023)

This document offers a standard format to be used by faculty within the MSME department in presenting data for consideration for promotion and/or tenure. The rubric gives directions on which activities or accomplishments should be included in designated areas. The rubric also includes descriptions of quality within those domains. Please follow the section headings as noted in the outline for ease of evaluation. All activities reported in this dossier must be conducted during the five years (or negotiated time) at current rank. Activity completed in a review year can be included in the dossier for the applicable promotion (e.g., activities from the review year for promotion to associate can be discussed in the dossier for promotion to full).

#### **I. Personal Data**

0. Name
1. Department
2. List academic degrees, major, granting institutions, and date each degree was granted
3. Current Rank and Title(s)
4. Rank for which you are applying (and whether or not you are applying for tenure)
5. Rank of initial JMU faculty appointment
6. Year of effective appointment to present rank
7. Year granted tenure at JMU (if applicable)
8. Ranks held at JMU and years (include dates) in each
9. Assigned duties at the University
10. Years of prior service as faculty at other colleges and universities (names & dates)
11. Employment - Provide in chronological order any position held during the past 10 years which are not indicated above.

#### **II. Teaching**

A. Narrative on Teaching – Please see the rubric for descriptions of what to include in each section as well as indicators of quality in each section.

Sections:

1. Philosophy and Practice
  - a. Alignment of Philosophy and Practice
2. Course Vitality
  - a. Course Delivery
  - b. Course Effectiveness and Impact
  - c. Teaching Innovations (Course revision and development)

3. Professionalism
  - a. Collaboration
  - b. Alignment to mission and vision
4. Relationships with Students

**B. Teaching Artifacts**

1. List all courses and sections by semester that you were assigned to teach during each academic year as part of your regular load since your last promotion or original appointment to faculty, whichever is more recent.
2. Include most recent syllabi for courses most frequently/regularly taught (i.e., taught for more than two semesters) since arriving at JMU or last promotion.
3. Include or cite the results of formative and/or summative feedback.
4. Include any other artifacts that support your teaching narrative.

**Teaching Rubric**

A pattern of “excellent” criterion ratings on this rubric is needed for an overall Excellent rating in teaching.

	Excellent	Satisfactory	Unsatisfactory
<b>Teaching Narrative: Philosophy and Practice</b>			
<b>Alignment of Philosophy and Practice</b>	<ul style="list-style-type: none"> <li>• Discusses how the faculty member has purposefully aligned philosophy and practice.</li> <li>• Paints a picture of who the faculty member is and how the faculty member’s beliefs and experiences have shaped their evolution since arriving at JMU or the last promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses both philosophy and practice in a way that clearly communicates the faculty member’s beliefs about teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection fails to capture the nature of or interaction between teaching philosophy and practice</li> </ul>
<b>Teaching Narrative: Course Vitality</b>			

<b>Course Delivery</b>	<ul style="list-style-type: none"> <li>• Provides a description of key classroom activities, assignments and assessments that fully clarifies the faculty member’s philosophy in action</li> <li>• Employs teaching strategies that require students to be active participants in the application, analysis, evaluation, and creation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a description of key classroom activities, assignments and assessments that partially clarifies your philosophy</li> <li>• Employs teaching strategies that require students to be active participants in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides vague descriptions of classroom activities, assignments, and assessments</li> <li>• Little evidence of interactive teaching strategies</li> </ul>
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<b>Course Effectiveness and Impact</b>	<ul style="list-style-type: none"> <li>• Regularly seeks feedback (from multiple sources including but not limited to student testimonials) with the goal of improving instructional practices.</li> <li>• Teaching artifacts consistently indicate that students benefited from taking the course <u>and</u> – more importantly – provide consistent evidence that the students have learned and that they have been challenged.</li> <li>• Reflects on the impact of instruction on student success and makes regular changes based on formal and informal feedback from student comments and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks feedback from a single source with the goal of improving instructional practices.</li> <li>• Teaching artifacts provide limited evidence that students benefited from taking the course AND/OR that the students have learned and that they have been challenged.</li> <li>• Uses formal or informal feedback from students to inform practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching artifacts fail to provide evidence that students have benefited, learned, and/or been challenged</li> <li>• Fails to seek and/or attend to formative or summative feedback.</li> </ul>
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<p><b>Teaching Innovations (Course Revision and Development)</b></p>	<ul style="list-style-type: none"> <li>Consistently pursues and integrates emerging research from the field in two or more courses to keep them current and relevant (since arrival at JMU or since last promotion).</li> <li>Incorporates innovations in course delivery, regularly experimenting with options for delivering, processing, and/or assessing course objectives for two or more courses (since arrival at JMU or since last promotion)</li> <li>Discusses impact of innovations on students' learning and/or faculty's teaching</li> </ul>	<ul style="list-style-type: none"> <li>Pursues and integrates research to keep a course current and relevant (since arrival at JMU or since last promotion).</li> <li>Incorporates innovations in course delivery, occasionally experimenting with options for delivering, processing, or assessing course objectives for one course (since arrival at JMU or since last promotion)</li> </ul>	<ul style="list-style-type: none"> <li>Courses remain unchanged from year to year, save a few scattered cosmetic alterations</li> </ul>
<p><b>Teaching Narrative: Professionalism</b></p>			
<p><b>Collaboration</b></p>	<ul style="list-style-type: none"> <li>Engages in regular, substantive, sustained collaboration with department members, colleagues from other departments and colleges, university centers/services,</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally engages in collaboration with department members, colleagues from other departments and colleges, university</li> </ul>	<ul style="list-style-type: none"> <li>Teaching lacks meaningful collaboration (with colleagues,</li> </ul>
	<p>guest speakers, community members, school partners, professional organizations, or experts (etc.) to enhance and enrich course planning and delivery</p>	<p>centers/services, community members, school partners, professional organizations, experts, etc. to enhance course planning and delivery</p>	<p>organizations, experts, etc.)</p>

<p><b>Alignment to mission and vision</b></p>	<ul style="list-style-type: none"> <li>• Supports the mission and goals of the department, college, and/or university</li> <li>• Discusses how course content, delivery, and assessment align with <b>all</b> of the following: <ul style="list-style-type: none"> <li>○ JMU/COE priorities (e.g., engagement, cultural and global competence)</li> <li>○ Established course goals (e.g., C&amp;I paperwork, course catalog)</li> <li>○ External accreditation criteria (e.g., CAEP)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Supports the mission and goals of the department, college, and/or university</li> <li>• Discusses how course content, delivery, and assessment align with <b>some</b> of the following: <ul style="list-style-type: none"> <li>○ JMU/COE priorities (e.g., engagement, cultural/global competence)</li> <li>○ Established course goals (e.g., C&amp;I paperwork, course catalog)</li> <li>○ External accreditation criteria (e.g., CAEP)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Does not discuss how courses consistently align with JMU/COE priorities, established course goals, and/or external accreditation criteria</li> </ul>
<p><b>Teaching Narrative: Relationships with Students</b></p>			
<p><b>Relationships with Students</b></p>	<ul style="list-style-type: none"> <li>• Maintains healthy relationships with students.</li> <li>• Invests significant time and effort outside of class/during office hours to help students develop academically, professionally, and personally. <ul style="list-style-type: none"> <li>○ Provides graduate assistants with meaningful work that helps them grow</li> <li>○ Provides assistance with students' professional development and job placement. This includes but is not limited to writing letters of recommendation.</li> <li>○ Maintains healthy relationships with alumni. This includes but is not</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally invests time and effort to maintain healthy relationships with students that help them develop academically, and professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal connections with students outside of the classroom</li> </ul>
	<ul style="list-style-type: none"> <li>○ limited to writing letters of recommendation.</li> <li>○ Includes students in research, presentations, award nominations, etc.</li> </ul>		

	<ul style="list-style-type: none"><li>○ Supports students in Master's Committee, Honors' Thesis Committee, etc. [NOTE: this may be discussed instead in service, if the faculty member prefers]</li><li>○ Provides advisees with timely and accurate advice and support regarding program and licensure requirements to meet personal and professional goals</li></ul>	
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## II. Scholarly Achievement and Professional Qualifications

This category includes scholarly productivity of the faculty member. It includes activities such as research, publications, presentations, grants, reviews, etc. completed since submission of materials for your last promotion (i.e., October 1 of the year you submitted a dossier for promotion and/or tenure) or original appointment to faculty, whichever is more recent. Please use proper APA format throughout this section.

- A. Scholarship Narrative – Please see the rubric for descriptions of what to include in each section as well as indicators of quality in each section.
  1. Professional Development
  2. Scholarly Agenda
  3. Impact of Scholarship
- B. Evidence of Scholarly Productivity (Please use proper APA format throughout this section *and* indicate which path you followed [A, B, or C in rubric].)
  1. Publications
  2. Other Scholarly Activity<sup>1</sup> (Please clearly indicate extensive work<sup>2</sup>.)
    - a. Peer Reviewed, Published Conference Proceedings: Provide reference and describe process for publishing paper associated with conference presentations. Please use proper APA format.
    - b. Presentations at Professional Conferences: List presentations at professional meetings according to the level of the conference (International, National, State, Local). NOTE: “International” is defined by the location and/or intended audience of the conference.
    - c. Research Projects
      - Research Projects Completed: List research projects completed as of September 1. Indicate the title and research questions, sponsorship (if any), and collaborators (if any). Reference publications/presentations listed above, if applicable.
      - Research in Progress: List research projects in progress. Indicate the title and research questions, sponsorship (if any), and collaborators (if any). Reference publications/presentations listed above, if applicable.
    - d. Curriculum and Instructional Materials: List curriculum and materials developed for use beyond JMU course work. Give publisher or external agency, intended audience, and date of completion.
    - e. Reviews Completed: List all reviews completed by indicating the type of document reviewed (e.g., journal article, book review, chapter review, conference proposals, book proposals, tenure/promotion materials for other institutions, etc.) and publisher/conference. (Do not list the titles or authors for reviews completed unless it is a published book review.)
    - f. Grant/Contract Proposal: List proposals which were submitted for external funding. Indicate the purpose of the proposal, and if funded, the funding agency, the duration and the amount of funding, and faculty member’s role in writing and/or implementing the grant/contract.
    - g. Consulting Work: For each consulting project, provide the agency/school, duration of consulting work, and your role in the work.
  - C. Scholarly Artifacts
    - Include required letters under Section V (“Other Documentation”) below
    - Include any additional letters and/or artifacts that support your scholarship narrative here

## Scholarship Rubric



A pattern of “excellent” criterion ratings on this rubric is needed for an overall Excellent rating in scholarly achievement and professional qualifications.

	Excellent	Satisfactory	Unsatisfactory
<b>Scholarship Narrative</b>			
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Consistently pursues opportunities for professional development that tightly align with scholarly agenda and/or with departmental, college, &amp; university goals</li> <li>Implements knowledge gleaned from professional development into teaching, scholarship, and/or service</li> </ul>	<ul style="list-style-type: none"> <li>Pursues opportunities for professional development that somewhat align with scholarly agenda and/or with departmental, college, university goals</li> <li>Knowledge gleaned from professional development has minimal to moderate impact on teaching, scholarship, and/or service</li> </ul>	<ul style="list-style-type: none"> <li>Professional development lacks consistency and/or alignment with departmental, college, and university goals</li> <li>Professional development makes minimal impact on teaching, scholarship, or service</li> </ul>
<b>Scholarly Agenda</b>	<ul style="list-style-type: none"> <li>Articulates an active, focused, and coherent scholarly agenda with both short-term and long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>Articulates an active scholarly agenda although the agenda lacks focus.</li> <li>Only short- OR long-term goals are referenced.</li> </ul>	<ul style="list-style-type: none"> <li>Scholarly agenda lacks activity, coherence and clarity in short- or long-term goals</li> </ul>

<p><b>Impact of Scholarship</b></p> <p><b>(FULL)</b></p>	<ul style="list-style-type: none"> <li>• Scholarly work has helped to inform the field on a state or national level, impacting theory, understanding, and/or practice as attested to by multiple outside sources such as <ul style="list-style-type: none"> <li>○ Letters from experts in the field</li> <li>○ Outside metrics such as Google Scholar, ResearchGate, etc.</li> </ul> </li> <li>○ Other sources (awards, testimonials, reviews, conference evaluations, etc.)</li> <li>○ Readership levels of publications</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarly work has helped impact the field, but impact is mostly local in nature.</li> <li>• Impact is attested to by local schoolteachers or leaders, or other JMU faculty</li> </ul>	<ul style="list-style-type: none"> <li>• There is little to no evidence that scholarly work has impacted the field at the local, state, or national level</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Alternative measures demonstrating impact</li> </ul>		
<p><b>Impact of Scholarship</b></p> <p><b>(ASSOCIATE)</b></p>	<ul style="list-style-type: none"> <li>• Scholarly work shows evidence of impact on the field, at least the local/state level.</li> <li>• Impact is attested to by outside sources</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarly work shows limited evidence of impact on the field</li> </ul>	<ul style="list-style-type: none"> <li>• There is little to no evidence that scholarly work has impacted the field</li> </ul>

**Evidence of Scholarly Productivity – Faculty demonstrate evidence of ONE of the following paths related to publications and other scholarly activities.**

<p><b>Scholarly Activity: Path A</b></p>	<ul style="list-style-type: none"> <li>• Has published at least five peer reviewed<sup>3</sup> publications, since appointment at JMU or since submission for last promotion (whichever is more recent) by the time materials are submitted for promotion and/or tenure.</li> <li>• Displays a pattern of regular contributions to various scholarly outlets.</li> <li>• Engages in high-quality and significant scholarly contributions.</li> <li>• Additional work aligns with scholarly agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Has published at least five peer reviewed publications, since appointment at JMU or since submission for last promotion (whichever is more recent) by the time materials are submitted for promotion and/or tenure.</li> <li>• No additional focused work.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the expectations for “Satisfactory” on regarding number and quality of scholarly activities since arrival at JMU or previous promotion.</li> </ul>
<p><b>Scholarly Activity: Path B</b></p>	<ul style="list-style-type: none"> <li>• Has published at least three peer reviewed publications, since appointment at JMU or since submission for last promotion (whichever is more recent) by the time materials are submitted for promotion and/or tenure.</li> <li>• Displays a pattern of regular contributions to various scholarly outlets.</li> <li>• Evidence of engagement in at least two additional scholarly activities, with extensive work in both.</li> </ul>	<ul style="list-style-type: none"> <li>• Has published at least three peer reviewed publications, since appointment at JMU or since submission for last promotion (whichever is more recent) by the time materials are submitted for promotion and/or tenure.</li> <li>• Displays a pattern of irregular contributions to various scholarly outlets.</li> <li>• Evidence of engagement in one additional scholarly activity, with or without extensive work.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the expectations for “Satisfactory” on regarding number and quality of scholarly activities since arrival at JMU or previous promotion.</li> </ul>
	<ul style="list-style-type: none"> <li>• Additional work aligns with scholarly agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Work may or may not align with scholarly agenda.</li> </ul>	

<b>Scholarly Activity: Path C</b>	<ul style="list-style-type: none"> <li>• Has published at least two peer reviewed publications, since appointment at JMU or since submission for last promotion (whichever is more recent) by the time materials are submitted for promotion and/or tenure.</li> <li>• Displays a pattern of regular contributions to various scholarly outlets.</li> <li>• Evidence of engagement in at least three additional scholarly activities, with extensive work in all three.</li> <li>• Additional work aligns with scholarly agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Has published at least two peer reviewed publications, since appointment at JMU or since submission for last promotion (whichever is more recent) by the time materials are submitted for promotion and/or tenure.</li> <li>• Displays a pattern of irregular contributions to various scholarly outlets.</li> <li>• Evidence of engagement in two or fewer additional scholarly activities, with or without extensive work.</li> <li>• Work may or may not align with scholarly agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the expectations for “Satisfactory” on regarding number and quality of scholarly activities since arrival at JMU or previous promotion.</li> </ul>
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#### IV. Professional Service

##### A. Narrative on Service

- Discussion of motivation for service activity
- Alignment to departmental, college, and university missions and goals
- Alignment to professional organizations/area of expertise
- Discussion of impact of service activities, including leadership roles

(NOTE: For B-D, the use of charts is encouraged.)

##### B. Service to the Department, College, and University

Please include a chart that outlines your involvement at the following levels:

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

Level	Committee	Role	Length of Service	Accomplishments and/or Contributions
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C. Service to Professional Organizations

Please include a chart that outlines your involvement in local, state, national, and international professional organizations.

Organization	Level	Role	Length of Involvement	Accomplishments and/or Contributions

D. Service to Community/P-12 Field

Please include a chart that outlines your involvement with schools, organizations, entities that are outside James Madison University at the international, national, regional, state, and/or local levels.

Entity	Role/Responsibility	Date(s)/Duration	Accomplishments and/or Contributions

**Service Rubric**

A pattern of “excellent” criterion ratings on this rubric is needed for an overall Excellent rating in professional service.

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
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<p><b>Service Narrative</b></p>	<ul style="list-style-type: none"> <li>• Articulates the impetus for service activities and the motivation behind pursuing chosen service pathway(s)</li> <li>• Discusses how professional service activities aligned to address departmental, college, and university missions and goals</li> <li>• Discusses how professional service activities align to address the mission and needs of professional organizations in the faculty member’s field of expertise</li> <li>• Discusses the impact of service activities at all levels of engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates a record of active service, but motivation is unclear</li> <li>• Clear alignment with some but not all goals (department, college, university, professional organizations)</li> <li>• Discusses impact of service at some but not all levels of engagement (department, college, university, professional organizations)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional service is present but is not coherent, impactful, or does not align with JMU- or professionrelated missions and goals.</li> </ul>
<p><b>Service to the Department</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates consistent departmental service that makes a significant and tangible impact in advancing the unit’s mission, goals, and responsibilities</li> <li>• Demonstrates consistent engagement in significant leadership roles in service at the departmental level.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in departmental service that supports the unit’s mission, goals, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadic or inconsistent departmental service.</li> </ul>
<p><b>Service to the College and/or University</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates consistent college and/or university service that makes a significant and tangible impact on advancing the college’s and/or university’s mission, goals, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in college and/or university service that supports the college’s and/or university’s mission, goals, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadic or inconsistent service to the college and/or university.</li> </ul>

<b>Service to the Profession</b>	<ul style="list-style-type: none"> <li>Demonstrates consistent engagement with contributions to professional organizations and/or the discipline, that make a significant and tangible impact on advancing each entity's goals, mission, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages in service to professional organizations and/or the discipline that supports each entity's goals, mission, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Sporadic or inconsistent service to the profession</li> </ul>
<b>Service to the P-12 Field/Community</b>	<ul style="list-style-type: none"> <li>Demonstrates consistent engagement with or contributions to community or P-12 field that make a significant and tangible impact on advancing each entity's goals, mission, and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages in service to the community or P-12 field that supports each entity's goals, mission, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Sporadic or inconsistent service to the community or field</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Demonstrates leadership beyond the department (e.g., at the college or university level, in professional organizations, and/or in the field); significant leadership is expected for promotion to full.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates leadership in service to the department, but not beyond</li> </ul>	<ul style="list-style-type: none"> <li>Does not engage in leadership roles.</li> </ul>

## V. Additional Expectations

### Engagement Activities

JMU expects its faculty to be “engaged with ideas and the world”. Please highlight how you have supported JMU’s focus areas of engagement: *Engaged Learning, Community Engagement, and/or Civic Engagement*. You can discuss how your teaching, scholarship, and/or service have demonstrated these types of engagement. You may repeat/discuss what you have listed in other sections but here discuss how it adheres to JMU’s definitions of engagement when discussing the impact of your work. Here are the definitions:

- Engaged Learning:** Developing deep, purposeful and reflective learning... in the pursuit, creation, application and dissemination of knowledge.

- **Community Engagement:** Fostering mutually beneficial and reciprocal partnerships, ranging from local to global, that connect learning to practice, address critical societal problems and improve quality of life.
- **Civic Engagement:** ... preparing individuals to be active and responsible participants in a representative democracy dedicated to the common good... knowledge to make one a more informed citizen, skills to make one a more effective citizen, and values that embrace pluralism, open-mindedness and diversity.

For tenure and promotion to Associate, please discuss at least one area. For promotion to Full, please discuss at least two areas.

	Excellent	Satisfactory	Unsatisfactory
<b>Engagement Activities</b>  (Discuss one area for Associate; two areas for Full)	<ul style="list-style-type: none"> <li>• Discussion of work clearly aligns with JMU’s conception of engagement in selected area(s)</li> <li>• Work is concentrated in both depth and breadth</li> <li>• Work makes a significant impact in faculty’s chosen area(s) of engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of work loosely aligns with JMU’s conception of engagement in selected area(s) Work is concentrated in depth OR breadth Work makes a limited impact in faculty’s chosen area(s) of engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of work is disconnected from JMU’s conception of engagement</li> <li>• Work is sporadic</li> <li>• Impact is difficult to determine</li> </ul>

**Conduct**

Conduct (Evaluated by AUH and/or Dean)
<ul style="list-style-type: none"> <li>• Meets standards for appropriate faculty conduct as described by James Madison University policy (<a href="https://www.jmu.edu/JMUpolicy/index.shtml">https://www.jmu.edu/JMUpolicy/index.shtml</a>), including the Faculty Handbook.</li> <li>• Collaborates effectively with colleagues throughout teaching, scholarship, and service</li> <li>• Models appropriate teacher-to-student interactions</li> <li>• Responds promptly to student and/or advisee requests for meetings</li> <li>• Addresses student concerns in a timely, proactive, respectful, and effective manner</li> <li>• Posts and maintains regularly scheduled office hours</li> </ul>
<ul style="list-style-type: none"> <li>• Submits accurate administrative paperwork (travel authorizations and reimbursement requests, course grades, course syllabi, etc.) in a timely fashion.</li> <li>• Treats all departmental administrative and support staff with courtesy and respect.</li> </ul>

**VI. Other Required Documentation**

1. Full Curriculum Vita including terminal degree held (required)



2. If a terminal degree is not held, attach a copy of the approved professional development program of research and study, and indicate progress in the program.
3. Results of APR for years being evaluated (required)
4. Letters of support from professional colleagues (required)
  - a. Letters of support from professional colleagues should provide evidence that the faculty member has made an impact on their field or university/college/department mission. Please include a justification for the expertise of the letter writers as well as how you know the letter writers and if you requested they focus on teaching, scholarship, and/or service in their letter of support
  - b. For promotion to Associate/tenure:
    - a. At least one internal letter (internal means a professional colleague within the JMU community)
    - b. At least one external letter (external means a professional colleague at another Institute of Higher Education or an administrator in a K-12 school division)
    - c. For promotion to Full Professor:
      - a. At least two external letters (external means a professional colleague at another Institute of Higher Education or an administrator in a K-12 school division)

I have truthfully represented my activities for the given time period and submitted my application to the Academic Unit Personnel Advisory Committee and the Academic Unit Head for review.

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Candidate Signature

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Date

**D. Lecturer Promotion Outline and Rubric**

**COLLEGE OF EDUCATION - MSME DEPARTMENT**

**Lecturer Promotion Dossier Outline and Rubric**

(approved 5/1/2023)

This document offers a standard format to be used by lecturers within the MSME department in presenting evidence for consideration for promotion. The rubric gives directions on which activities or accomplishments should be included in designated areas. The rubric also includes descriptions of quality within those domains.

Please follow the section headings as noted in the outline for ease of evaluation. All activities reported in this dossier must be conducted during the five years (or negotiated time) at current rank. Activity completed in a review year can be included in the dossier for the applicable promotion (e.g., activities from the review year for promotion to senior lecturer can be discussed in the dossier for promotion to principal lecturer).

## **I. Personal Data**

1. Name
2. Department
3. List academic degrees, major, granting institutions, and date each degree was granted
4. Current Rank and Title(s)
5. Rank for which you are applying
6. Rank of initial JMU faculty appointment
7. Year of effective appointment to present rank
8. Ranks held at JMU and years (include dates) in each
9. Assigned duties at the University
10. Years of prior service as faculty at other colleges and universities (names & dates)
11. Employment - Provide in chronological order any pertinent position (i.e., education-related) held during the past 10 years which are not indicated above.

## **II. Teaching**

A. Narrative on Teaching – Please see the rubric for descriptions of what to include in each section as well as indicators of quality in each section.

Sections:

1. Philosophy and Practice
  - a. Alignment of Philosophy and Practice
2. Course Vitality
  - a. Course Delivery
  - b. Course Effectiveness and Impact
  - c. Teaching Innovations (Course revision and development)
3. Professionalism
  - a. Collaboration
  - b. Alignment to mission and vision
4. Relationships with Students

### **B. Teaching Artifacts**

1. List all courses and sections by semester that you were assigned to teach during each academic year/term as part of your regular load since your original appointment as a lecturer or your last promotion, whichever is more recent.
2. Include most recent syllabi for all courses taught within the past 5 years or since last promotion.
3. Include or cite the results of formative and/or summative feedback.

4. Include any other artifacts that support your teaching narrative.

**Teaching Rubric**

A pattern of “excellent” criterion ratings on this rubric is needed for an overall Excellent rating in teaching.

	Excellent	Satisfactory	Unsatisfactory
<b>Teaching Narrative: Philosophy and Practice</b>			
<b>Alignment of Philosophy and Practice</b>	<ul style="list-style-type: none"> <li>Discusses how the faculty member has purposefully aligned philosophy and practice.</li> <li>Paints a picture of who the faculty member is and how the faculty member’s beliefs and experiences have shaped their evolution since arriving at JMU or the last promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses both philosophy and practice in a way that clearly communicates the faculty member’s beliefs about teaching</li> </ul>	<ul style="list-style-type: none"> <li>Reflection fails to capture the nature of or interaction between teaching philosophy and practice</li> </ul>
<b>Teaching Narrative: Course Vitality</b>			
<b>Course Delivery</b>	<ul style="list-style-type: none"> <li>Provides a description of key classroom activities, assignments and assessments that fully clarifies the faculty member’s philosophy in action</li> <li>Employs teaching strategies that require students to be active participants in the application, analysis, evaluation, and creation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a description of key classroom activities, assignments and assessments that partially clarifies your philosophy</li> <li>Employs teaching strategies that require students to be active participants in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Provides vague descriptions of classroom activities, assignments, and assessments</li> <li>Little evidence of interactive teaching strategies</li> </ul>

<p><b>Course Effectiveness and Impact</b></p>	<ul style="list-style-type: none"> <li>• Regularly seeks feedback (from multiple sources including but not limited to student testimonials) with the goal of improving instructional practices.</li> <li>• Teaching artifacts consistently indicate that students benefited from taking the course <u>and</u> – more importantly – provide consistent evidence that the students have learned and that they have been challenged.</li> <li>• Reflects on the impact of instruction on student success and makes regular changes based on formal and informal feedback from student comments and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks feedback from a single source with the goal of improving instructional practices.</li> <li>• Teaching artifacts provide limited evidence that students benefited from taking the course AND/OR that the students have learned and that they have been challenged.</li> <li>• Uses formal or informal feedback from students to inform practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching artifacts fail to provide evidence that students have benefited, learned, and/or been challenged</li> <li>• Fails to seek and/or attend to formative or summative feedback.</li> </ul>
<p><b>Teaching Innovations (Course Revision and Development)</b></p>	<ul style="list-style-type: none"> <li>• Consistently pursues and integrates emerging research from the field in two or more courses to keep them current and relevant (since arrival at JMU or since last promotion).</li> <li>• Incorporates innovations in course delivery, regularly experimenting with options for delivering, processing, and/or assessing course objectives for two or more courses (since arrival at JMU or since last promotion)</li> <li>• Discusses impact of innovations on students' learning and/or faculty's teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Pursues and integrates research to keep a course current and relevant (since arrival at JMU or since last promotion).</li> <li>• Incorporates innovations in course delivery, occasionally experimenting with options for delivering, processing, or assessing course objectives for one course (since arrival at JMU or since last promotion)</li> </ul>	<ul style="list-style-type: none"> <li>• Courses remain unchanged from year to year, save a few scattered cosmetic alterations</li> </ul>
<p><b>Teaching Narrative: Professionalism</b></p>			

<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Engages in regular, substantive, sustained collaboration with department members, colleagues from other departments and colleges, university centers/services,</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally engages in collaboration with department members, colleagues from other departments and colleges, university</li> </ul>	<ul style="list-style-type: none"> <li>Teaching lacks meaningful collaboration (with colleagues,</li> </ul>
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	<p>guest speakers, community members, school partners, professional organizations, or experts (etc.) to enhance and enrich course planning and delivery</p>	<p>centers/services, community members, school partners, professional organizations, experts, etc. to enhance course planning and delivery</p>	<p>organizations, experts, etc.)</p>
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<b>Alignment to mission and vision</b>	<ul style="list-style-type: none"> <li>Supports the mission and goals of the department, college, and/or university</li> <li>Discusses how course content, delivery, and assessment align with <b>all</b> of the following: <ul style="list-style-type: none"> <li>JMU/COE priorities (e.g., engagement, cultural and global competence)</li> <li>Established course goals (e.g., C&amp;I paperwork, course catalog)</li> <li>External accreditation criteria (e.g., CAEP)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Supports the mission and goals of the department, college, and/or university</li> <li>Discusses how course content, delivery, and assessment align with <b>some</b> of the following: <ul style="list-style-type: none"> <li>JMU/COE priorities (e.g., engagement, cultural/global competence)</li> <li>Established course goals (e.g., C&amp;I paperwork, course catalog)</li> <li>External accreditation criteria (e.g., CAEP)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Does not discuss how courses consistently align with JMU/COE priorities, established course goals, and/or external accreditation criteria</li> </ul>
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**Teaching Narrative: Relationships with Students**

<p><b>Relationships with Students</b></p>	<ul style="list-style-type: none"> <li>• Maintains healthy relationships with students.</li> <li>• Invests significant time and effort outside of class/during office hours to help students develop academically, professionally, and personally. Activities may include, but are not limited to: <ul style="list-style-type: none"> <li>○ Providing department graduate assistants with meaningful work that helps them grow</li> <li>○ Aiding with students' professional development and job placement. This includes but is not limited to writing letters of recommendation.</li> <li>○ Maintaining healthy relationships with alumni.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally invests time and effort to maintain healthy relationships with students that help them develop academically, and professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal connections with students outside of the classroom</li> </ul>
	<p>This includes but is not limited to writing letters of recommendation.</p> <ul style="list-style-type: none"> <li>○ Including students in research, presentations, award nominations, etc.</li> <li>○ Providing advisees with timely and accurate advice and support regarding program and licensure requirements to meet personal and professional goals</li> </ul>		

## II. Scholarly Achievement and Professional Qualifications

This category includes scholarly contributions of the lecturer. It includes activities such as research, publications, presentations, grants, reviews, etc. completed since submission of materials for your last promotion (i.e., October 1 of the year you submitted a dossier for promotion) or original appointment to faculty, whichever is more recent. Please use proper APA format throughout this section.

- A. Professional Development
- B. Evidence of Scholarly Contributions (Please clearly indicate extensive work<sup>1</sup>.)
  - 1. Publications (peer reviewed<sup>2</sup> and non-peer reviewed)
  - 2. Other Scholarly Activity<sup>3</sup>
    - a. Peer Reviewed, Published Conference Proceedings: Provide reference and describe process for publishing paper associated with conference presentations. Please use proper APA format.
    - b. Presentations at Professional Conferences: List presentations at professional meetings according to the level of the conference (International, National, State, Local). NOTE: "International" is defined by the location and/or intended audience of the conference.
    - c. Research Projects
      - Research Projects Completed: List research projects completed as of September 1. Indicate the title and research questions, sponsorship (if any), and collaborators (if any). Reference publications/presentations listed above, if applicable.
      - Research in Progress: List research projects in progress. Indicate the title and research questions, sponsorship (if any), and collaborators (if any). Reference publications/presentations listed above, if applicable.
    - d. Curriculum and Instructional Materials: List curriculum and materials developed for use beyond JMU course work. Give publisher or external agency, intended audience, and date of completion.
    - e. Reviews Completed: List all reviews completed by indicating the type of document reviewed (e.g., journal article, book review, chapter review, conference proposals, book proposals, tenure/promotion materials for other institutions, etc.) and publisher/conference. (Do not list the titles or authors for reviews completed unless it is a published book review.)
    - f. Grant/Contract Proposal: List proposals which were submitted for external funding. Indicate the purpose of the proposal, and if funded, the funding agency, the duration and the amount of funding, and faculty member's role in writing and/or implementing the grant/contract.
    - g. Consulting Work: For each consulting project, provide the agency/school, duration of consulting work, and your role in the work.

### Scholarship Rubric

A pattern of "excellent" criterion ratings on this rubric is needed for an overall Excellent rating in scholarly achievement and professional qualifications.

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
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<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Consistently pursues opportunities for professional development that tightly align with departmental, college, &amp; university goals.</li> <li>Implements knowledge gleaned from professional development into teaching, scholarship, and/or service.</li> </ul>	<ul style="list-style-type: none"> <li>Pursues opportunities for professional development that somewhat align with departmental, college, &amp; university goals.</li> <li>Knowledge gleaned from professional development has minimal to moderate impact on teaching, scholarship, and/or service.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development lacks consistency and/or alignment with departmental, college, &amp; university goals. Professional development makes minimal impact on teaching, scholarship, or service.</li> </ul>
<b>Evidence of Scholarly Contributions</b>	<ul style="list-style-type: none"> <li>Displays a pattern of regular contributions to various scholarly outlets.</li> <li>Engages in high-quality and significant scholarly contributions with extensive work in one area for promotion to Senior Lecturer or two areas for promotion to Principal Lecturer.</li> </ul>	<ul style="list-style-type: none"> <li>Displays a pattern of regular contributions to various scholarly outlets.</li> <li>Engages in high-quality contributions without extensive work in any one area (Senior Lecturer) or with extensive work in only one area (Principal Lecturer).</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet the expectations for “Satisfactory” on regarding number and quality of scholarly activities since arrival at JMU or previous promotion.</li> </ul>

#### IV. Professional Service

##### A. Narrative on Service

- Discussion of motivation for service activity
- Alignment to departmental, college, and university missions and goals
- Alignment to professional organizations/area of expertise
- Discussion of impact of service activities, including significant engagement

(NOTE: For B-D, the use of charts is encouraged.)

##### B. Service to the Department, College, and University

Please include a chart that outlines your involvement at the following levels:



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

Level	Committee	Role	Length of Service	Accomplishments and/or Contributions

C. Service to Professional Organizations

Please include a chart that outlines your involvement in local, state, national, and international professional organizations.

Organization	Level	Role	Length of Involvement	Accomplishments and/or Contributions

D. Service to Community/P-12 Field

Please include a chart that outlines your involvement with schools, organizations, entities that are outside James Madison University at the international, national, regional, state, and/or local levels.

Entity	Role/Responsibility	Date(s)/ Duration	Accomplishments and/or Contributions

**Service Rubric**

A pattern of “excellent” criterion ratings on this rubric is needed for an overall Excellent rating in professional service.

	Excellent	Satisfactory	Unsatisfactory
<b>Service to the Department</b> <b>[FOR PROMOTION TO SENIOR &amp; PRINCIPAL LECTURER]</b>	<ul style="list-style-type: none"> <li>• Demonstrates consistent departmental service that makes a significant and tangible impact in advancing the unit’s mission, goals, and responsibilities</li> <li>• Demonstrates consistent engagement in significant leadership roles in service at the departmental level.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in departmental service that supports the unit’s mission, goals, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadic or inconsistent departmental service.</li> </ul>

**DISCUSS ONE OF THE FOLLOWING ADDITIONAL CATEGORIES FOR PROMOTION TO PRINCIPAL LECTURER**

<p><b>Service to the College and/or University</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates consistent college and/or university service that makes a significant and tangible impact on advancing the college’s and/or university’s mission, goals, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in college and/or university service that supports the college’s and/or university’s mission, goals, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadic or inconsistent service to the college and/or university.</li> </ul>
<p><b>Service to the Profession</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates consistent engagement with contributions to professional organizations and/or the discipline, that make a significant and tangible impact on advancing each entity’s goals, mission, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in service to professional organizations and/or the discipline that supports each entity’s goals, mission, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadic or inconsistent service to the profession</li> </ul>
<p><b>Service to the P-12 Field/ Community</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates consistent engagement with or contributions to community or P-12 field that make a significant and tangible impact on advancing each entity’s goals, mission, and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in service to the community or P-12 field that supports each entity’s goals, mission, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadic or inconsistent service to the community or field</li> </ul>

**Conduct (Evaluated by AUH and/or Dean)**

- Meets standards for appropriate faculty conduct as described by James Madison University policy (<https://www.jmu.edu/JMUpolicy/index.shtml>), including the Faculty Handbook.
- Collaborates effectively with colleagues throughout teaching, scholarship, and service
- Models appropriate teacher-to-student interactions
- Responds promptly to student and/or advisee requests for meetings
- Addresses student concerns in a timely, proactive, respectful, and effective manner
- Posts and maintains regularly scheduled office hours
- Submits accurate administrative paperwork (travel authorizations and reimbursement requests, course grades, course syllabi, etc.) in a timely fashion.
- Treats all departmental administrative and support staff with courtesy and respect.

**V. Other Required Documentation**

1. Full Curriculum Vita including highest degree held (required)
2. Results of APR for years being evaluated (required)
3. Letter of support from a professional colleague (required)
  - a. At least one internal letter is required for promotion. Internal means a professional colleague within the JMU community.
  - b. The letter should provide evidence that the lecturer has made an impact on their field or university/college/department mission. Please include a justification for the expertise of the letter writer as well as how you know the letter writer and if you requested they focus the letter on scholarship, teaching, and/or service.

I have truthfully represented my activities for the given time period and submitted my application to the Academic Unit Personnel Advisory Committee and the Academic Unit Head for review.

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Candidate Signature

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Date