



Office of the Provost

# School of Media Arts & Design

## Evaluation and Procedures

Approved: 2023

Office of the Provost  
James Madison University

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# **James Madison University School of Media Arts & Design Faculty Handbook**

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## I. Introduction

The SMAD Faculty Handbook contains policies that affect faculty and staff in the School of Media Arts & Design. The documents and policies contained in the handbook complement, and are subordinate to, policies contained in the JMU Faculty Handbook. Faculty members should become familiar with the policies contained in the University handbook as well.

This document is also available for registered users at: <http://smaddav.wikispaces.com/Governance+Documents>

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## II. Mission, Vision, Values Statements (approved 26 August 2015)

### Mission:

The School of Media Arts and Design prepares students to serve as creative, reflective, and highly skilled media producers and storytellers, sensitive to the personal and social impact of the messages they create and to the important role media can play in advancing the public interest.

### Vision:

To be a national leader in media education, providing innovative programs that embrace and integrate traditional media concepts, values, and skills with new and evolving technologies.

### We Value:

- Inquiry-based learning, both independent and collaborative, that emphasizes the creative process and is distinctly innovative, challenging, cooperative, and collegial.
- Historical, legal, and ethical literacy and critical thinking skills that enable students to reach thoughtful and principled decisions throughout their careers.
- Diverse communities and global perspectives acquired through study and experience.
- Strong co-curricular, extracurricular, and internship activities that enrich education and enhance an understanding of the role of media in society.

### A. SMAD Diversity Statement

#### Goals

Graduating SMAD students will:

- communicate a message via a well-researched, targeted story appropriate for the audience and medium.
- compose written products characteristic of entry-level media arts and design professionals.
- apply ethical decision making to the media production process.
- integrate prior learning in order to analyze, plan, create, evaluate, and revise a capstone-level creative product.
- exhibit professional collaboration skills in the media creation process.
- produce and disseminate media while exercising current legal rights and responsibilities.

#### Diversity Statement

As faculty and staff in James Madison University's School of Media Arts and Design, we acknowledge the impact we and our students have on representation and narrative, as well as the role media can play in advancing public interest. The power of media and our responsibility as producers and storytellers are at the forefront of our experiential learning and critical analysis. We are dedicated to diversity and inclusivity, and we encourage activities that enrich our shared experience. We are here to uplift underrepresented communities in our academic pursuits, and we strive to build a community free of prejudice, intimidation, and discrimination through our learning and teaching, scholarship, and service.

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## III. Teaching

## A. Syllabi

Faculty members are required to have a syllabus for each course, including practica, directed projects and Honors projects they direct. A copy of the syllabus, along with office hours and class teaching schedule will be provided to the SMAD office at the beginning of each semester.

James Madison University and its accrediting agency, the Southern Association of Colleges and Schools (SACS), require that instructors provide specific information to their students through a written syllabus. Information on those requirements can be found at: <http://www.jmu.edu/curriculum/syllabus.shtml>.

## B. Syllabus Template

### Course Information

Unit abbreviation, course number, section number  
 Course name  
 Semester and year  
 Days/time class meets  
 Location class meets

### Instructor Information

Instructor's full name  
 Location of instructor's office  
 Instructor's office phone  
 Instructor's e-mail address  
 Instructor's office hours and/or preferred contact times

### Goals of the Course

Describe the goals you have established for the class. This should include the course objectives and learning outcomes. Include, if applicable, the goals the course is expected to meet in General Education (<http://www.jmu.edu/gened/clusters.html>), the major, minor or concentration.

### Nature of Course Content

Provide a description of the course. Examples include:

#### Course Description

Include the catalog description, any prerequisites or corequisites, a course schedule and the method of instruction as applicable.

#### Assignments and Due Dates

Give a calendar of assignments, as appropriate, here. Include the date and time of the final exam. Indicate classes that you know in advance will be cancelled.

### Requirements and Policies

This section should include all class requirements and policies. Examples include:

#### Required Texts

Include where available and whether or not alternative editions are acceptable, indicate material on reserve

#### Attendance

Detail the course attendance policy

The College of Arts & Letters requires the following statement:

Any student who does not attend the first two (2) scheduled meetings of the class will be administratively dropped from the class. All students are responsible for verifying the accuracy of their schedules through the web at

<http://www.jmu.edu/registrar>

#### Participation

Address the role class participation factors into the course and evaluation of a student's performance.

### **Academic Honesty**

Include a statement on plagiarism from student handbook or write your own. Here is an example of a statement written to introduce a discussion about academic honesty in the humanities.

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The JMU Honor Code is available from the Honor Council Web site:

<http://www.jmu.edu/honor/code.shtml>.

If you plan to use the SafeAssign plagiarism detection tool in Blackboard, consider including the syllabus statement recommended by the Academic Integrity Task Force.

In this course one or more of your writing assignments may be submitted to the instructor through Blackboard's SafeAssign plagiarism prevention service as approved by JMU. Your writing assignment will be checked for plagiarism against Internet sources, millions of academic journal articles, the JMU SafeAssign database and the SafeAssign Global Reference Database. SafeAssign generates an originality report for the instructor that highlights any blocks of text in your paper that match the above reference sources and allows a line-by-line comparison of potentially unoriginal text from your paper with the matching document sections in the reference sources. Each paper you submit through SafeAssign for this or any class at JMU will be added to the JMU SafeAssign database and later used only to check against other JMU paper submissions. Neither Blackboard nor JMU claim any copyright ownership of your writing submitted through SafeAssign. When you submit your paper through SafeAssign you will be given the choice of whether or not to "opt in" and permanently contribute a copy of your paper to Blackboard's Global Reference Database. This would protect your original writing from plagiarism at other institutions. Opting in and voluntarily contributing your work to the global database is an individual student decision and not required by your instructor or JMU. For more information about SafeAssign refer to the Web site <http://www.jmu.edu/academicintegrity>.

### **Adding/Dropping Classes**

Include a statement regarding the add/drop requirements for the semester. Here is a sample statement:

Students are responsible for registering for classes and for verifying their class schedules on e-campus.

The deadline for adding a fall semester class through e-campus without instructor and academic unit head signatures is Month X, 20XX. Between Month X, 20XX and Month XX, 20XX, instructor and academic unit head signatures are required to add a class for fall semester 20XX. No exceptions will be made to these deadlines.

### **W/WP/WF/I**

Under extenuating circumstances a student may request an "I" (incomplete) for this course. Extenuating circumstances are usually, but not limited to extreme health conditions. A student has one semester to make up the remaining work in the class or the "I" will revert to an "F" automatically. Once the student has completed the work, the "I" will be removed and a grade will be assigned. The "W" is given prior to the withdrawal date set by the Registrar's Office, (DATE HERE). After that date the student will be assigned either a "WF" (withdrawn failing) or "WP" (withdrawn passing) and it is left up to the professor as to which one to assign. Neither designation affects a student's GPA but will appear on the student's transcript.

### **Contacting the Instructor**

Indicate how and when to contact you; indicate preferences or restrictions (e.g., no phone calls at home after 10 PM) if you have them.

### **Disability Accommodations**

Include a statement regarding your process for accommodating students with documented disabilities. Here are two sample statements:

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, [www.jmu.edu/ods](http://www.jmu.edu/ods), 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for (class number).

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

### **Inclement Weather Policies**

Give JMU's cancellation policy (<http://www.jmu.edu/JMUpolicy/1309.shtml>). Include additional information specific to the class or to your commuting situation.

### **Religious Observation Accommodations**

Include a statement regarding your process for accommodating religious observations. Here is a sample statement:

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

### **Methods of Evaluation**

Detail the way student work will be evaluated during the course. Examples include:

#### **Tests, Mid-term and Final Exam**

Indicate make-up policy and how grades will factor in final grade.

#### **Grading**

Clarify the method that will be used in calculating the final grade. Include a weighting of all activities that will be considered when calculating the final grade.

#### **Quizzes**

Indicate grading policy for quizzes (how quizzes will be graded and how grades will factor in final grade). Indicate policy on making up quizzes.

#### **Papers**

Indicate number and length of papers to be assigned. Give due dates. Indicate policy on late papers. Provide expectations for content and presentation of papers and give guidelines on how papers will be evaluated and how grades will factor in final grade. Indicate the documentation and style to be used (e.g., MLA, Chicago).

### **C. Course Evaluations**

Course/Instructor Surveys are used to monitor teaching success and are required documents for promotion and salary deliberations. All full-time and part-time faculty must conduct evaluations for every course in every semester, except summer. Evaluations are returned to faculty members as soon as possible after semester grades are turned in. Evaluations are not available to faculty members before grades are in.

The Blue evaluation system will become operational about two weeks before the semester ends. The instructor must allow students class time to complete the online evaluation process. The professor must leave the room during the evaluation period but can employ a proctor to be in the classroom while students finalize their evaluations.

The Blue online evaluation system can be augmented to have specific questions you would like answered about your teaching performance. The closed-ended questions will be used to generate numerical values of teaching effectiveness. The standardized open-ended questions are used to acquire written comments from students. The numerical values generated by the closed-ended questions is used by the director and the PAC as part of their reviews for various evaluations. The written comments will be read by the director. The faculty member should keep these written comments in their files for future use. The "responses of all students in a number of classes" is often required as part of the review for such things as promotion and tenure. For example, it is customary for the dean of our college to suggest: *Here it would be good practice to submit for review (in addition to the overall summaries) the responses of all students in a number of recent classes.*

**TO:** School of Media Arts and Design Faculty Members  
**FROM:** SMAD Director  
**SUBJECT:** Course/Instructor Surveys  
**DATE:** August 30, 2019

### Policy

Online evaluations are used to monitor teaching success and are required documents for promotion and salary deliberations. All full-time and part-time faculty must conduct evaluations of **all courses**.

Faculty members may initiate the online evaluation process but must be absent from the classroom when evaluations are being conducted.

Evaluations are available to faculty members as soon as possible after semester grades are turned in. Evaluations are not available to faculty members before grades are in.

### Procedures

**1). Usually around mid-terms, professors are able to add questions to their evaluations online. You will receive an email announcing the window of opportunity to add these course/instructor specific questions. There will be a specific date when you can add questions as well as a specific date when the online access will close to you adding questions.**

2). Explain to students where to find the Blue online evaluation system. The system can be found on the Canvas page for the course up to two weeks before the semester ends. As the professor, you have the opportunity to control the access dates and time of the evaluation for your classes. For on campus classes, you will enhance your return rate for completed evaluations by requesting students to bring laptops to class on the specific evaluation date you have set and have the evaluation available during class time. For online offerings, please remind your students as often as possible to enhance your return rates.

3). Leave the room. You can employ a proctor to watch over the class as they complete the online evaluation process. Having a proctor oversee the evaluation process will enhance your return rate.

4). If you have questions, please refer to

<https://www.jmu.edu/academic-affairs/blue/index.shtml> or feel free to contact your AUH.

### Evaluation Statement

(PLEASE READ THE FOLLOWING TO STUDENTS BEFORE BEGINNING THE EVALUATIONS)



Thank you for completing this course evaluation; it is important to us. In the College of Arts and Letters student evaluations are one of many ways departments and schools measure teaching effectiveness. Unit heads and personnel committees may use their own classroom evaluations, as well as examination of course syllabi, tests, and grade distribution, among other things, to assess teaching. (Grade distribution helps (1) to determine if there is a correlation between grades and student evaluations, and (2) to determine if a particular faculty member's grades are above or below the departmental norm.) Please complete the online course evaluation thoughtfully.

The Blue online evaluation system includes closed-ended and open-ended questions. The written comments will be provided to the SMAD director and then given to me after my grades are turned in to provide information about what is working and to help improve my teaching. Therefore, I want to encourage you to write comments where you feel it's appropriate and to take the evaluation seriously.

## IV. Office Hours

SMAD requires a minimum of five office hours per week. Each full-time faculty member shall post regular office hours and should be available during other hours by appointment.

## V. Personnel Advisory Committee (PAC) PROCEDURES Elections and Eligibility

### A. Elections and Eligibility

The SMAD faculty will elect the SMAD Personnel Advisory Committee [AUPAC] at the final faculty meeting of the spring semester. Members serve a two-year term. The newly comprised AUPAC will meet after the final faculty meeting of the semester and to elect the AUPAC chair. This information will be immediately forwarded to the SMAD Academic Unit Head [AUH], who will inform the faculty.

The AUPAC will consist of five members. There will be at least four tenured professors and no more than one untenured or renewable term appointment (RTA) faculty. In addition, for applications for tenure or for promotion to full professor only associate or full professors serving on the AUPAC may vote on the candidate. The JMU Faculty Handbook requires that only tenured faculty members on the PAC vote on applications for tenure.

### B. Evaluation Fundamentals

As per the Faculty Handbook, III.E.2.a: AUPAC, the Academic Unit Personnel Advisory Committee "advises the AUH and makes recommendations on personnel matters within [the School of Media Arts & Design]. The AUPAC is responsible to the faculty and to the AUH for conducting its functions, and the dean shall provide oversight of the work of the PAC to determine if it has followed appropriate procedures." Guidelines for School of Media Arts & Design PAC membership, elections, and procedures are available in the unit's Faculty Handbook.

### C. Approval of New Procedures and Criteria

This document covers procedures and criteria specific to the School of Media Arts & Design [SMAD]. As per the Faculty Handbook, III.E.1.f: "academic unit evaluation procedures and criteria must be approved

by the [SMAD] faculty members, AUH, dean and Provost. New or revised evaluation procedures and criteria may be proposed to the academic unit by an individual faculty member, the AUPAC, or AUH. New or revised procedures and criteria must be proposed and approved in a timely manner to allow their use by faculty completing evaluations.”

In SMAD, all proposed or required changes to the faculty governance documents (SMAD Faculty Handbook) must be reviewed by the PAC. If the PAC recommends the changes, they will be presented to the faculty for discussion and approval by majority vote of eligible faculty members.

During the fall of each academic year, suggestions must be brought before the PAC in writing, preferably through email, for consideration, recommendation, and adoption during the spring semester. If a suggested change is beyond the scope of the PAC, the PAC in consultation with the AUH may delegate the task of drafting the recommendation to the appropriate committee or individual. Suggestions received by the PAC after the fall semester will be considered in the next academic year. Suggestions made anonymously, or by persons outside of the university community, need not be considered by the committee.

The PAC will track the suggested changes and their outcomes such as recommended approval, decline to recommend, modifications required, or refer a suggestion to faculty members for discussion.

#### **D. Voting Process for Faculty Evaluation**

As per the Faculty Handbook, III.E.7.f.(3): “Although consultation among the AUPAC, AUH, and dean is encouraged, the AUH and the AUPAC must make independent evaluations of the facts and make independent recommendations and should clearly indicate a positive or negative recommendation on tenure.”

The PAC will weigh all evaluation cases on their own merits. The AUPAC will reach these decisions in a timely manner and will seek consensus through discussion among its members. If consensus cannot be reached, voting members of the AUPAC will vote on the case before it. A majority vote will determine the recommendation the AUPAC provides.

## **VI. Curriculum & Instruction (C&I) Committee**

In SMAD, C&I Committee is comprised on five voting members: one from each concentration and one at-large member representing faculty not affiliated with a concentration. The SMAD Assistant Director Committee chairs the C&I but is a non-voting member.

### **A. C& I Policies**

#### **1. Policy on Incompletes in Prerequisite Courses (Adopted October 20, 2021)**

If an instructor grants an incomplete in a prerequisite course, two things must occur:

1. The student must be informed in writing that enrollments in subsequent classes that carry the prerequisite will be canceled if the incomplete is not replaced with a letter grade seven days before the first day of the following semester, whether it be fall, spring, or summer.

2. The director and the assistant director must also be notified. A cc on the email to the student will suffice.

Following is a current list of the SMAD-prefixed prerequisite courses that are subject to this policy:

101, 201, 202, 203, 210, 225, 242, 251, 252, 301, 302, 303, 305, 315, 327, 307, 308, 309, 310, 317, 332, and 342.

Suggested syllabus language: (suggested language in red; other is from standard syllabus language).

**W/WP/WFI:** Under extenuating circumstances a student may request an “I” (incomplete) for this course. Extenuating circumstances are usually, but not limited to, extreme health conditions. A student has one semester to make up the remaining work in the class or the “I” will revert to an “F” automatically. Once the student has completed the work, the “I” will be removed and a grade will be assigned. **This class serves as a prerequisite for other SMAD classes. A grade of incomplete in this class means that you have not yet met that prerequisite. To satisfy that prerequisite, you must turn that incomplete into a passing grade at least one week before the start of the next semester. If you fail to do so, you will not be allowed to take any classes that require this course as a prerequisite.**

Suggested email statement:

**You have a grade of incomplete in SMAD XXX. As you know, XXX is a prerequisite for other classes in the major. To take any classes that rely on XXX as a prerequisite, you will need to complete the work and have a final grade no later than 1 week prior to the start of the semester. In order for me to grade the materials and meet that one-week deadline, you must submit any outstanding work by XX/XX/XXXX.**

## **2. SMAD 305/398/497 proposal timeline (Adopted October 20, 2021)**

1. 305/398/497 course proposal submission timeframe. Marilou asked the C&I to create a timeline for submitting new 305/398/497 courses and recommending concentration credit for these courses. The C&I recommends the following procedures.

A. New SMAD 305, SMAD 398, and SMAD 497 courses proposed to be offered in Harrisonburg will follow the following approval process:

- i. To ensure that SMAD will have the faculty resources to offer the class, any new 305, 398, or 497 course proposal must first be reviewed by the SMAD director before submission to the C&I. The proposal must be submitted to the SMAD director no later than September 1 or January 15. This review only verifies that the department can teach the course. The curricular merits of the proposal will continue to be vetted by the SMAD C&I.
- ii. New SMAD 305, SMAD 398, and SMAD 497 course proposals will be submitted to the C&I by September 15 or February 1.
  1. These courses are offered when possible.
  2. Courses submitted by September 15 may be offered as early as the following fall semester, and courses submitted by February 1 may be offered as early as the following spring semester.
- iii. C&I concentration and At-Large representatives will present proposals to their concentrations and At-Large faculty for review and response, including whether to grant concentration credit for the course. Representatives will report the results of these discussions to the full C&I.
- iv. The C&I may reconsider and revise proposals based upon these discussions.
- v. Steps ii. and iii. may repeat as necessary
- vi. The C&I may then recommend an action to the SMAD director.
- vii. The SMAD director will have final approval authority for approving SMAD 305, SMAD 398, and SMAD 497 classes.

B. SMAD courses proposed for study abroad must be submitted to the Center for Global Engagement. These courses are frequently developed during the summer, which makes conferring with the C&I impractical. Courses proposed for study abroad will not need to follow the above process, and will be

considered for approval by the SMAD director.

C. All SMAD 305 and SMAD 398 courses offered away from Harrisonburg (study abroad and JMU in LA) will continue to receive credit for all concentrations.

## VII. Faculty Meetings and Committees: Participation and Voting

SMAD welcomes the participation of all faculty and fellows (with appointments in SMAD) in faculty meetings. Voting status, however, is reserved for full-time faculty who are tenured, tenure-track or renewable-term appointees.

SMAD also welcomes the participation of all faculty and fellows (with appointments in SMAD) on SMAD committees with the following exceptions: Membership on the Personnel Advisory, Curriculum and Instruction, and Admissions committees is limited to full-time faculty who are tenured, tenure-track or renewable term appointees. Fellows and other faculty may be invited to attend meetings for the committees listed above, but they are not permitted to vote.

## VIII. Annual Evaluations of Faculty

### A. Process

The SMAD Academic Unit Head (AUH) and the SMAD Personnel Advisory Committee (PAC) will independently conduct annual evaluations of faculty in years when merit money is available and in years when no merit money is available. Each will use the criteria established for the department ([see SMAD Faculty Handbook XII. Criteria for Evaluation of Faculty](#)) and rate each faculty member as Excellent, Satisfactory, or Unsatisfactory in each of the three areas of teaching, scholarly and creative activity, and service. This system results in six ratings overall.

By June 1 of each year, faculty in SMAD are required to complete both a Faculty Annual Report (FAR) and Faculty Activity Plan (FAP). The forms will be distributed to faculty by May 1.

The FAR provides a summary of activities in teaching, scholarly achievement (research/creative) and service for the past academic year, running from June 1 to May 31.

The FAP asks faculty to indicate anticipated or desired teaching assignments and provides a summary of the type of research, creative work and service in which the faculty member expects to engage in the coming year. The relative weights of the three performance areas of teaching, scholarly achievement and professional qualifications, and professional service for an individual faculty member shall be determined by the faculty member and the AUH prior to the start of the academic year, and the minimum relative weight for any area shall be ten percent. In SMAD, at least fifty percent must be assigned to teaching. The agreement on weights may be renegotiated in mid-year under appropriate circumstances.

### B. Academic Unit Head's (AUH) Evaluation of Faculty

Based on the activities described in the FAR and considering the weights from the previous year's FAP, the AUH will create a written evaluation, including the E, S and U ratings for each category, and provide it to the faculty member by October 1, as outlined in the JMU Faculty Handbook.

In the process of tenure and promotion evaluation, the PAC has the right to review all relevant material including AUH's annual evaluations in the faculty member's personnel file. The AUH will provide the annual evaluation documents to the PAC. If the faculty member objects, they may ask the dean to resolve any such objection or may place a statement in the materials to be accessible to the PAC. For more details see Faculty Handbook, Section III. E. 1. d., Section III.G.2.

#### a. Conference

After completing the AUH annual evaluation, the AUH must meet with non-tenured faculty members to discuss their performance, professional contributions, and needs. Tenured faculty members are not required to meet with the AUH but a meeting can be requested if the faculty member or AUH determines

the meeting is necessary. Annual evaluations and faculty members' meetings with the AUH must be completed by October 1st of the academic year. For more information regarding the annual evaluation conference procedures, please see the following sections in the Faculty Handbook: preliminary evaluation (III E. 4.c.), conference (III E. 4.d.) and official evaluation (III E. 4.e.).

b. Appeal

A faculty member may appeal the AUH annual evaluation to the PAC before the AUH submits the official written evaluation to the dean. The faculty member has a maximum of seven days following the receipt of the official written annual evaluation to make an appeal in writing. The PAC must submit its written recommendation to the AUH with copies to the faculty member and the dean.

If the faculty member is unsatisfied with the AUH's response to an appeal, the faculty member may make subsequent appeals to the dean. For further information on annual evaluation appeals process see the Faculty Handbook, Section III.E.4.g, h, i.

**C. Personnel Advisory Committee's (PAC) Evaluation of Faculty (Note: The faculty approved a suspension to the PAC annual evaluation of faculty until merit money is available from the state. This vote occurred at the October 2020 faculty meeting.)**

A faculty member may make a request for the PAC to conduct an annual evaluation via email. The PAC will conduct an annual evaluation following the procedures defined in VIII. C. Personnel Advisory Committee's (PAC) Evaluation of Faculty and applying the XII. Criteria for Evaluation of Faculty in SMAD faculty handbook.

The AUH will provide copies of the FARs and previous year's FAPs to the PAC chair by August 30. Each member of the PAC will independently review the FARs; however, all PAC members together as a committee, considering the weights from the previous year's FAP, will discuss each FAR before arriving at a final evaluation for each category, based on the consensus of all AUPAC members. The PAC will forward its evaluations to the AUH no later than October 24.

By November 1, the AUH will send to faculty members a merit letter or email to indicate how the PAC rated them (E, S, U) in each of the three categories.

The PAC will handle appeals of the PAC Annual Evaluations for Merit expeditiously.

The deadlines outlined below will permit completion of the appeals process of the PAC Annual Evaluations for Merit in time for the December 1 deadline for salary adjustment notification from the AUH.

A faculty member wishing to appeal the PAC's Annual Evaluation for Merit must contact the PAC chair in writing (or by email) within one week of receiving the AUH notification (i.e., no later than November 8). The faculty member requesting the appeal should provide a basis for the appeal.

Upon receiving a request for an appeal, the PAC chair will convene a meeting of the PAC – at the earliest possible date, but no later than November 15 – to review the faculty member's request for appeal and the PAC's initial evaluation.

In considering the appeal, the crucial questions for the PAC are whether all relevant information was objectively reviewed by the PAC, and whether the PAC evaluated similar achievements among similarly situated SMAD faculty members using the same standard of judgment. (*See JMU 2010 Faculty Handbook III.E.4.h. page 33.*)

Within one-business day after the PAC has met to review the appeal, the PAC chair will schedule a meeting with the PAC and the faculty member – at the earliest possible date, but no later than November 21 – to explain the PAC's response to the faculty member.

If the PAC decides to adjust the initial evaluation, the PAC Chair will advise the AUH no later than November 21, in time to meet the December 1 deadline.

## SMAD PAC Timeline of Annual Evaluation Process

Dates	Description
End of Spring Semester	Election of PAC and PAC Chair
June 1	FARs & FAPs Due to AUH
August 30	FARs & FAPs Due to PAC from AUH
Oct. 24	PAC evaluations to AUH
Nov. 1	AUH sends to faculty member a merit letter to explain how s/he receives merit allocation with E/S/U system.
Nov. 8	Faculty member contact PAC Chair w/explanation for appeal no later than 11/ 8.
Nov. 15	PAC Chair convenes PAC to discuss appeal within one-business day no later than 11/15.
Nov. 21	PAC schedules meeting with faculty member by 11/21 to discuss appeal.
Dec. 1	PAC adjusts evaluation and passes info to AUH, who reworks merit letter to reflect the change by Dec. 1.

  

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graph TD
    A{Evaluation letter} -- Dislike --> B[Appeal Process]
    A -- Like --> C[Process ends]
    B --> D[Nov. 8]
    B --> E[Nov. 15]
    E --> F[Nov. 21]
    F --> G{PAC Meeting results}
    G -- Agree w/faculty member --> H[Dec. 1]
    G -- Disagree w/faculty member --> I[PAC evaluation stands Process ends]
    
```

**D. Merit Allocations**

All raises are based on merit and are tied to the annual evaluation-of-faculty process outlined above. The AUH and PAC consider ratings of Satisfactory and Excellent meritorious. Ratings of Unsatisfactory are not considered meritorious. Following the SMAD Evaluation Guidelines, the PAC and AUH will award merit points in the areas of teaching, scholarly/creative, and service.

Sixty-five percent (65%) of the total merit pool shall be allocated to faculty with at least Satisfactory ratings in teaching, scholarly/creative, and service. This allocation will be awarded as a uniform percentage increase to each meritorious faculty member’s base salary.

Thirty-five percent (35%) of the merit pool shall be allocated to the rating of Excellent and distributed on a point basis (the high-merit awards).

The PAC will present to the AUH the ratings of all faculty for distribution of funds. The high-merit awards will be distributed by the AUH based on a combined score of 50% from the PAC and 50% from the AUH.

In years when merit money is allocated, the amounts will be determined based on both the AUH and PAC evaluations of faculty. In order to be eligible for a merit increase, a faculty member must be “overall satisfactory” by achieving at least four satisfactory ratings combined. Among those with an overall satisfactory rating, 65 percent of available merit money will be awarded as a percentage increase to their base salary. For example, if a 4 percent increase is available to the department, 65 percent of that would equal 2.6 percent. All faculty with an overall satisfactory rating would receive a 2.6 percent increase.

The remaining 35 percent will be awarded based on “high merit,” defined by the number of excellent ratings achieved by a faculty member with an overall satisfactory rating. This will be determined by taking the total amount of money available for high merit and dividing by the total number of excellent ratings among all the faculty, resulting in a dollar amount assigned for each excellent rating.

In the example below, a total of \$19,600 is available for high merit with a total of 59 excellent ratings among all the faculty. This results in an amount of \$332.20 (\$19,600/59) for each excellent rating achieved. Faculty 2 received six excellent ratings, therefore an amount of \$1,993.20 would be assigned for high merit (6 X \$332.20).

**Example Distribution**

- 20 Faculty
- Total Salaries: \$1,400,000
- 4% Merit Money Available: \$56,000
- 65% of 4% = 2.6 (65% of \$56,000 = \$36,400 “Overall Satisfactory” money available)
- 35% of 4% = 1.4 (35% of \$56,000 = \$19,600 “High Merit” money available)
- If distributed equally and not based on merit, each faculty would receive \$2,800
- Total Number of Excellent Rankings: 59
- Step 1: 65% distributed to all faculty with at least 4 satisfactorious or higher.
- Step 2: 35% distributed based on number of excellents received.
- AUH has 3 evaluations per faculty (Teaching, Scholarly/Creative, Service)
- PAC has 3 evaluations per faculty (Teaching, Scholarly/Creative, Service)
- TOTAL: 6 evaluation units per faculty
- \$19,600 divided by 59 = \$332.20 per excellent ranking
- 6 Excellents = \$1,993.20                      3 Excellents = \$996.60
- 5 Excellents = \$1,661.00                      2 Excellents = \$664.40
- 4 Excellents = \$1,328.80                      1 Excellent = \$332.20

	AUH			PAC			Total E	Total S	Salary	(times)	65% Overall Satisfactory	35% (Based on # of Excellents) High Merit	Total
	T	R/C	S	T	R/C	S							
Faculty 1	S	S	S	U	U	S	0	4	\$50,000	2.6%	\$1,300	\$0	\$1,300.00
Faculty 2	E	E	E	E	E	E	6	0	\$60,000	2.6%	\$1,560	\$1,993.20	\$3,553.20
Faculty 3	E	E	E	E	E	E	6	0	\$70,000	2.6%	\$1,820	\$1,993.20	\$3,813.30
Faculty 4	E	S	E	E	E	E	5	1	\$80,000	2.6%	\$2,080	\$1,661.00	\$3,741.00
Faculty 5	E	E	E	S	E	E	5	1	\$90,000	2.6%	\$2,340	\$1,661.00	\$4,001.00

Faculty 6	E	S	E	E	S	E	4	2	\$50,000	2.6%	\$1,300	\$1,328.80	\$2,628.80
Faculty 7	S	E	E	E	E	S	4	2	\$60,000	2.6%	\$1,560	\$1,328.80	\$2,888.80
Faculty 8	E	E	E	E	E	S	4	2	\$70,000	2.6%	\$1,820	\$1,328.80	\$3,148.80
Faculty 9	E	S	E	E	S	E	4	2	\$80,000	2.6%	\$2,080	\$1,328.80	\$3,408.80
Faculty 10	E	E	S	S	E	E	4	2	\$90,000	2.6%	\$2,340	\$1,328.80	\$3,668.80
Faculty 11	E	E	E	S	S	E	4	2	\$50,000	2.6%	\$1,300	\$1,328.80	\$2,628.80
Faculty 12	E	S	E	E	S	S	3	3	\$60,000	2.6%	\$1,560	\$996.60	\$2,556.60
Faculty 13	S	E	S	S	E	E	3	3	\$70,000	2.6%	\$1,820	\$996.60	\$2,816.60
Faculty 14	E	E	S	E	E	S	2	4	\$80,000	2.6%	\$2,080	\$664.40	\$2,744.40
Faculty 15	E	S	E	S	S	S	2	4	\$90,000	2.6%	\$2,340	\$664.40	\$3,004.40
Faculty 16	S	S	S	E	S	S	1	5	\$50,000	2.6%	\$1,300	\$332.20	\$1,632.20
Faculty 17	E	S	S	S	S	S	1	5	\$60,000	2.6%	\$1,560	\$332.20	\$1,892.20
Faculty 18	S	S	S	S	S	E	1	5	\$70,000	2.6%	\$1,820	\$332.20	\$2,152.20
Faculty 19	S	S	S	S	S	S	0	6	\$80,000	2.6%	\$2,080	\$0	\$2,080.00
Faculty 20	S	S	U	S	S	U	0	4	\$90,000	2.6%	\$2,340	\$0	\$2,340.00
									\$1,400,000		\$36,400	\$19,600	\$56,000

## IX. First Year Review (Initial Evaluation)

A first-year review, or initial evaluation, is required by the university as outlined in the JMU Faculty Handbook. Although the university stipulates that this review be conducted by the Academic Unit Head, in SMAD the PAC also contributes to this evaluation. The first-year review pertains to all first-year faculty in the department, tenure track and RTAs.

By the end of the first week of the second semester of employment, first-year faculty members will submit a mini dossier providing a summary of their activities during their time at James Madison University in Teaching, Scholarship, and Service. This should be assembled in a PDF format and submitted electronically to the AUH. The material in the mini-dossier should consider the Department, College, and University standards. Appendix Materials that cannot be submitted electronically can be submitted as physical copies.

### Outline of Mini-Dossier

**PART I- Narrative:** Your written summary of Teaching, Scholarship, and Service.

#### Teaching (4 pages max)

- Statement of teaching philosophy
- Reflection on first-semester teaching, including examples of successful student engagement.
- Include and respond to course evaluation data for first semester.

#### Scholarly/Creative (3 pages max)

- Statement describing research/creative agenda and its relevance to teaching (2 pages)
- List of works of primary and secondary importance, with brief justifications regarding jury process or peer review type, and acceptance rates. (See CAL Guidelines for items of primary and secondary importance.) For creative work, the list should include any screenings, exhibitions, competitions, or broadcast details.
- Works in Progress: Indicate the status of the project and expectations for submission and publication/exhibition over a given timeframe.

#### Service (1 page max)

- **OPTIONAL:** Statement describing service and listing department and university service as well as any service to the discipline. Note: This should be minimal with bulk of first year activity focusing on Teaching and Scholarly/Creative

### PART II--Appendix

#### Teaching

- 1 syllabus from each course taught



- NOTE: No need to submit multiple syllabi for multiple sections of same course
- [*student comments*]

#### Scholarly/Creative

- Digital copies of all published works in list from Part I and/or internet links or physical copies for creative work.

#### Service

- Letters regarding service contributions. (Not required but optional to include)

### Looking Ahead

With consideration toward tenure and promotion and the standards of the College and University, what goals have you set for teaching, scholarship, and service through the probationary period?

### B. Timeline

**First Semester:** The SMAD Academic Unit Head (AUH) will provide a new faculty member with information concerning the academic unit evaluation procedures and criteria in the faculty member's first semester. The initial evaluation will be conducted at the beginning of the faculty member's second full semester of full-time employment at JMU.

**Second Semester – End of Week 1:** Submission of mini-dossier to SMAD AUH.

**Second Semester – End of Week 2:** SMAD PAC chair will provide the committee's written evaluation to the SMAD AUH.

**Second Semester – End of Week 3:** The AUH shall hold an evaluation conference with the faculty member. The conference provides an opportunity to discuss the faculty member's first semester performance and professional needs as perceived by both the faculty member and AUH.

**Second Semester – End of Week 3:** The AUH shall provide to the faculty member a written initial evaluation. The evaluation shall state whether the faculty member's overall performance has been satisfactory or unsatisfactory.

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

Unsatisfactory 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* if the AUH finds that the faculty member's performance is unsatisfactory. 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.

## X. Third Year Review

Although the university does not require a third-year review, SMAD believes the third-year review is an important element in the process of gaining tenure and promotion. Therefore, SMAD requires a third-year review for assistant professors, both tenure-track and renewable term appointment (RTA).

By the end of the third week of the second semester, third-year faculty members will submit a mini-dossier providing a summary of their activities during their time at James Madison University in Teaching, Scholarship, and Service.

Material should be assembled in a PDF format and submitted electronically to the SMAD AUH. The material in the dossier should consider the Department, College, and University standards. Appendix Materials that cannot be submitted digitally can be submitted as physical copies.

## Outline of Mini-Dossier

**Part 1- Narrative:** Your written summary of Teaching, Scholarship, and Service.

### TEACHING (5 pages total maximum)

- Statement of teaching philosophy
- Provide a summary of your teaching activities during previous semesters at James Madison University. What were the most significant accomplishments and the greatest challenges?
- Quantitative demonstration of teaching effectiveness, preferably in tabular form, not the individual qualitative evaluations from every student ever taught. Ideally, this quantitative data from teaching evaluations should not exceed two pages in length.

### SCHOLARLY/CREATIVE (3 pages maximum)

- Statement describing research/creative agenda
- List of works of primary and secondary importance, with brief justifications regarding jury process or peer review type, and acceptance rates. For creative work, the list should include any screening, exhibition, or broadcast details. Both publications and creative work should indicate the acceptance rate where applicable.
- Numbered list of publications/creative works. The list, given in reverse chronological order, shall include full publication details for work that has appeared, including volume, issue, and page numbers, or urls for digitally published work. For items accepted but not yet published, exact details about the stage of publication must accompany the entry (under review; revise and resubmit; accepted pending minor revisions, etc.).
- Numbered list of external grants and awards, with funding agencies, amounts, and dates.
- **Works in Progress:** Indicate the status of the project and expectations for submission and publication/exhibition over a given timeframe.

### SERVICE (2 pages maximum)

- List of committee service. Statement describing service for department, college, university, community service, as well as any service to the discipline

## Part 2- Appendix: Evidence

Comprehensive Curriculum Vita

### TEACHING

List of courses taught with enrollment numbers for all semesters.

Provide 1 syllabus from each course taught. NOTE: Do not submit multiple syllabi for multiple sections of same course unless significant changes were made.

Include written student comments from the past four semesters.

### SCHOLARSHIP

Scans or pdfs of article-length publications/creative works, ordered to correspond with the list submitted above in Part 1. Authored, co-authored, or edited books issued in paper, and items issued as DVDs should be sent in their published form separately to the AUH office, and should be labeled to correspond to the list above in Part 1. You may include activities prior to joining SMAD if they are relevant to your current work or there is an overlap.

### SERVICE

Letters regarding service contributions. (Not required but optional to include)

### Looking Ahead

With consideration toward tenure and promotion and the standards of the College and University, what goals have you set for teaching, scholarship, and service for the next two years?

### B. Timeline

**Second Semester – End of Week 3:** Submission of mini-dossier to SMAD AUH.

**Second Semester – End of Week 5:** SMAD PAC chair will provide the committee's written evaluation to the SMAD AUH.

**Second Semester – End of Week 6:** The AUH shall hold an evaluation conference with the faculty member. The conference provides an opportunity to discuss the faculty member's performance and professional needs as perceived by both the faculty member and AUH.

**Second Semester – End of Week 7:** The AUH shall provide to the faculty member a written evaluation. A copy of the evaluation will be placed in the faculty member's personnel file.

## XI. Tenure and Promotion

### A. Policies on tenure and promotion

Faculty applying for tenure and/or promotion should carefully review all of the policies and deadlines contained in the JMU Faculty Handbook. Candidates are reviewed under the criteria set by the university, the Dean of the College of Arts & Letters, and the SMAD Criteria for Evaluation of Faculty. *Consider the following resources:*

- JMU Faculty Handbook: <https://www.jmu.edu/faculty/handbook/index.shtml>
- College of Arts & Letters Policies and Guidelines: <https://www.jmu.edu/cal/faculty-and-staff/college-policies-and-guidelines.shtml>

A faculty member may apply for promotion, or the PAC or AUH may nominate a faculty member for promotion. A faculty member in the penultimate year of the probationary period must apply for tenure and submit a dossier for review based on the guidelines provided below.

The dossier must contain a summary of activities and accomplishments in the areas of teaching, scholarly achievement and professional qualifications, and professional service and is submitted to the AUH, who will make the material available to the PAC and the Dean of the College of Arts & Letters.

### B. Timeline

Written nomination must be made by **September 1**. A comprehensive dossier, based on the outline listed below, should be assembled in a PDF format, and must be submitted for review by PAC, AUH, and the Dean of the College of Arts & Letters by **October 1**. Supporting documentation that cannot be submitted digitally may be submitted to the AUH as physical copies.

Based on the policies for tenure and promotions, it has been customary for the Dean of the College of Arts & Letters to send an annual memorandum outlining the material to be submitted in **June**. The AUH will distribute this document along with a designated template for the CV to all candidates who are eligible for tenure and/or promotion, as well as to PAC chairs. Faculty who are eligible for promotion and/or tenure will receive an email confirming details. If you do not receive a copy, contact the AUH to clarify expectations.

*Note: The designated template for the CV that will be submitted with the application for tenure and/or promotion must be followed; do not opt for convenience and submit a CV that does not follow the dean's guidelines. Doing so may be grounds for denial of the application.*

### C. Outline of Dossier

1. **Cover sheet (one page):** name; academic unit; current rank and title(s); desired action (promotion to specific rank, promotion with tenure, tenure only, etc.); year of appointment to present rank; rank and date of JMU initial appointment; other ranks held at JMU and years in each.
2. **Personal Statement / Narrative (up to 6 pages):** A compressed, succinctly written statement addressing significant accomplishments in teaching, scholarly/creative achievement, and service. Statements should conclude with a paragraph of anticipated directions for the future. *Consider including the following:*
  - TEACHING
    - Statement of teaching philosophy
    - Summary of your teaching activities at James Madison University. *What were the most significant accomplishments and the greatest challenges?*
  - SCHOLARLY/CREATIVE
    - Statement describing research/creative agenda
  - SERVICE
    - Statement describing service for department, college, university, community service, as well as any service to the discipline
3. **Curriculum Vitae**, a comprehensive document in the format specified by the College.
4. **Numbered list of publications/creative works** since the last promotion (if seeking promotion to full professor), or since the date of hire (if seeking promotion to associate professor). The list, given in reverse chronological order, shall include full details for each publication/creative work. *Consider including the following:*
  - Complete title of the publication, date of publication, volume, issue, and page numbers, etc. If published electronically with no page numbers, a word count should be given.
  - Brief description regarding the jury process, peer review type, and acceptance rates.
  - For creative work, include details for broadcast, exhibition, or screening.
  - For digitally published publications/creative work, include permalinks (where applicable).
  - For external grants and awards, include funding agencies, amounts, and dates.
5. **Candidates may provide a separate listing for forthcoming work**, but such work must be clearly labeled as forthcoming and excluded from the above listing. In this case, provide exact details about the items in question (e.g., accepted; accepted, pending minor revisions, etc.). Revise and resubmit items should not be listed under forthcoming, but under “work in progress” on the CV. Candidates should be prepared to supply supporting documents from editors and presses if requested.
6. **Digital Documentation of scholarly publications and creative work**, including scans or PDFs of article-length publications/creative works since the last promotion (if seeking promotion to full professor), or since the date of hire or other date agreed upon with AUH and PAC (if seeking promotion to associate professor).
  - These should be ordered to correspond with the list submitted as item #4.
  - Authored, co-authored, or edited books issued in paper, and items issued as DVDs or media formats should be sent in their published form separately to the dean’s office and should be labeled to correspond to the list (#4, above).
7. **Quantitative demonstration of teaching effectiveness (up to 2 pages)**, preferably in tabular form, not the individual qualitative evaluations from every student ever taught. Qualitative support for teaching effectiveness should be provided to the AUH and PAC and should be available on request.
8. **Appendix**, supporting evidence for departmental review. *Consider including the following:*
  - **TEACHING**
    - List of courses taught with enrollment numbers for all semesters.
    - Provide the most recent syllabus from each course taught. *NOTE: Do not submit multiple syllabi for multiple sections of same course unless significant changes were made.*
    - Provide written student comments from the last four semesters.
  - **SCHOLARSHIP**
    - *Documentation of grants received, including university, college, and departmental.*
    - Include activities prior to joining SMAD if they are relevant to your current work or there is an overlap.
  - **SERVICE**

- Letters regarding service contributions. (Optional)
- OTHER
  - Letters of recommendation. (Optional.)

## **B. College of Arts & Letters Dean's Criteria**

The material below represents the Dean's criteria for tenure and promotion, as of October 2010. Any updates or revisions will be included if they occur.

*Faculty members in the College of Arts and Letters are evaluated for tenure and promotion using the criteria outlined in the Faculty Handbook (III.E.). Faculty members are evaluated on the basis of their performance in the areas of teaching, scholarly achievement and professional qualifications, professional service, and the potential for continued professional development in each area.*

*Teaching performance may be evaluated by self-evaluation, peer evaluation, unit head evaluation, student evaluation, and/or portfolio evaluation. (Generally, untenured faculty members are expected to distribute student evaluations to all of their classes each semester; tenured faculty members are expected to distribute student evaluations to at least one of their classes every semester.) In order to evaluate whether a faculty member's teaching is excellent, satisfactory, or unsatisfactory, the departmental PAC and the unit head may also examine syllabi, course grade distribution, letters/e-mails from former students, and exams and other teaching resources. The PAC and the unit head may also take into account the development of new courses or other evidence of curricular development; evidence of supervision of special studies or theses; evidence of student mentoring; evidence of effective academic advising; evidence of assistance to students in finding employment or internships; and/or attendance at workshops or conferences on teaching, for example.*

*Scholarly achievement and professional qualifications "may differ according to discipline," as noted in the Faculty Handbook. Normally the faculty member will be expected to hold the appropriate terminal degree. In order to evaluate whether a faculty member's scholarly achievement is excellent, satisfactory, or unsatisfactory, the departmental PAC and the unit head will examine the faculty member's record of scholarly publication or creative activity. That record should show a continuing scholarly/creative agenda and the promise of future productivity. Of primary importance in this area are the following: A book published by a recognized press; a monograph published by a recognized press; edited volumes published by a recognized press; **at least three scholarly essays or creative works in media of international, national, or regional distribution (including refereed journals, refereed electronic publications, or chapters in books, juried or refereed competitions);** and/or the receipt of a major external grant. These will satisfy the college standard in this area. Departmental PAC's and unit heads will consider the publication of textbooks and books of readings by the standards of the unit. The departmental PAC and the unit head may also consider, as evidence of secondary importance, papers or presentations given at international, national, and regional professional meetings; organizing and presiding at panels for international, national, and regional professional meetings; refereeing of research manuscripts and other scholarly material; publication of book reviews; participation in departmental or campus-wide seminars, colloquia, or conferences; writing a published study guide; and/or other relevant evidence of scholarly achievement, for example. No matter the quantity, scholarly achievement "of secondary importance" cannot outweigh scholarly achievement listed above as "of primary importance."*

*Professional service, according to the Faculty Handbook, "shall include committee service and leadership at James Madison University or in professional or educational organizations, or service otherwise enhancing the profession, academic unit, college or university." The college expects some service to the unit and its students. In order to evaluate whether a faculty member's professional service is excellent, satisfactory, or unsatisfactory, the departmental PAC and the unit head will take into account the faculty member's attendance at departmental faculty meetings; participation in departmental discussion concerning curriculum and instruction, hiring, and departmental policy changes; student advising; sponsorship of student organizations; service as coordinator of a graduate, major, or minor program; service as a member of university, college, or departmental committees; service as chair of university, college, or departmental committees; service as an officer of national, regional, or state professional organizations, and/or professional consultations, for example.*

~~This document is intended to establish standards for a satisfactory rating in the three areas in which faculty members will be evaluated for tenure and for promotion to either associate or full professor. It is not intended to supercede the standards of the individual units of the college, and indeed these individual units may establish higher standards for a rating of satisfactory.~~

Below is an example of that memo from June 2021.

**MEMORANDUM**

**COLLEGE OF ARTS AND LETTERS**

**JAMES MADISON UNIVERSITY**

**TO :** ACADEMIC UNIT HEADS, COLLEGE OF ARTS AND LETTERS

**FROM :** ROBERT D. AGUIRRE, DEAN

**SUBJECT :** PROMOTION AND TENURE, 2022-23. INSTRUCTIONS FOR PACKETS.

**DATE :** APRIL 10, 2022

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Please distribute this document to all candidates for tenure and/or promotion in your units, as well as to all PAC chairs.

The instructions below outline the contents and format of the promotion packet that will be sent to the College dean's office for review. *The document from the candidate should come as a clearly labeled, single PDF with the documents presented in the order below. We will not accept multiple documents.* We will make available a dedicated tenure and promotion Share Point site for uploading the PDF. The AUH should assist the candidate in this process. Please note that the College will once again require a specific *CV format*. Instructions and a template for this CV will arrive under separate cover.

Per the Handbook, the PAC and AUH letters should be delivered to the dean's office by November 15 in paper form with a wet signature. Our office will scan and add them to the candidate's packet.

*NB:* For its internal review, the academic unit may require more materials than are enumerated here; e.g., course syllabi and materials, past exams, grade distributions, copies of individual student evaluations, supporting letters from peers or past students, etc. If the materials requested below prove insufficient to render a promotion decision, the dean will ask to consult any additional materials previously requested by the unit and used during its decision process. These materials should be kept in the custody of the AUH.

1. **Cover sheet (one page):** name; academic unit; current rank and title(s); desired action (promotion to specific rank, promotion with tenure, tenure only, etc.); year of appointment to present rank; rank and date of JMU initial appointment; other ranks held at JMU and years in each.

2. **Personal Statement:** A compressed, *succinctly* written statement from the candidate, addressing *significant* accomplishments in teaching, scholarly/creative achievement, and service. Statements should conclude with a paragraph of anticipated directions for the future. *Do not exceed 6 double-spaced pages.*

3. **Curriculum Vitae,** in format specified by the College. See note above.

4. **Numbered list of publications/creative works since the last promotion (if seeking promotion to full professor), or since the date of hire (if seeking promotion to associate professor).** The list, given in reverse chronological order, shall include full publication details for work that has *appeared*, including date of publication, volume, issue, and page numbers, etc. If published electronically with no page numbers, a word count should be given.

Candidates may provide a *separate listing for forthcoming work*, but such work must be clearly labeled as forthcoming and excluded from the above listing. In this case, provide exact details about the items in question (e.g., accepted; accepted, pending minor revisions, etc.). Revise and resubmit items should not be listed under forthcoming, but under “work in progress” on the CV. Candidates should be prepared to supply supporting documents from editors and presses if requested.

5. **Scans or PDFs of article-length publications/creative works since the last promotion (if seeking promotion to full professor), or since the date of hire or other date agreed upon with AUH and PAC (if seeking promotion to associate professor).** These should be ordered to correspond with the list submitted as item #4. Authored, co-authored, or edited books issued in paper, and items issued as DVDs or media formats should be sent in their published form separately to the dean’s office and should be labeled to correspond to the list (#4, above).

6. **Quantitative demonstration of teaching effectiveness,** preferably in tabular form, not the individual qualitative evaluations from every student ever taught. *Ideally, this quantitative data from teaching evaluations should not exceed two pages in length.* Qualitative support for teaching effectiveness may be provided to the academic unit and should be available on request.

#### **D. School of Media Arts & Design**

SMAD policies and deadlines conform to the university policies contained in the JMU Faculty Handbook. In addition, for tenure or for promotion to full professor only associate or full professors serving on the PAC may vote on the candidate. Although consultation among the AUH, PAC and dean is encouraged, the AUH and the PAC shall make independent evaluations of the facts and make independent recommendations.

#### **E. Early Promotion & Tenure Requirements**

To present a compelling case for early tenure and promotion, a faculty member must complete at least four years in the current academic rank in SMAD.

For promotion to associate professor, one must be evaluated by the AUH as “Excellent” in teaching and scholarship. For promotion to full professor, one must be evaluated as “Excellent” in teaching, scholarship, and service.

The faculty member's performance in the discipline must also be evidenced by at least three letters of recommendation from prominent people in the discipline. The associate dean will choose the "prominent people in the discipline" from a list submitted by the faculty member and the PAC; the associate dean will then solicit those recommendations.

For more information regarding the process and timeline, please see the College of Arts and Letter's guidelines for Compelling Case for Early Tenure or Promotion. (<https://www.jmu.edu/cal/faculty-and-staff/college-policies-and-guidelines.shtml>)

## **XII. Criteria for Evaluation of Faculty**

**School of Media Arts and Design  
James Madison University**

**Adopted Sept. 21, 2001**

### **INTRODUCTION**

The following criteria are presented to provide the basis for fair and consistent evaluation of faculty members in the School of Media Arts and Design. They will be used by the SMAD Personnel Advisory Committee and by the Director of the School when considering merit salary increases, [Annual Evaluations](#), [First Year Review](#), and [Third Year Reviews](#), requests for promotion, and decisions about tenure. Individual faculty should use them when preparing their own annual reports, and when requesting promotion or tenure.

Faculty performance in SMAD will be considered in the three traditional areas outlined in the JMU Faculty Handbook 2001: (1) Teaching; (2) Artistic/Scholarly Achievement and Professional Qualification; and (3) Professional Service. In each of those categories are listed a variety of potential activities and accomplishments suggesting a range of performance that might result in ratings of "excellent," "satisfactory" or "unsatisfactory." As part of the evaluation in teaching, faculty members must conduct student evaluations in each of their classes each semester. Student evaluations are optional for summer classes.

Satisfactory ratings in all three areas are required for promotion to assistant professor; an excellent rating in one area and satisfactory in the others are required for promotion to associate professor and for the award of tenure; excellent ratings in two areas and satisfactory in the other are required for promotion to professor. SMAD requires that, for promotion to professor, one of the two excellent ratings must be in teaching.

Diversity and the uniqueness of individual faculty add to the quality of the School. Individual faculty are not expected to complete every item in each category, but are free to emphasize those activities that meet their own intellectual, creative and professional goals, so long as those goals are in keeping with the needs of the School. A key role of the Personnel Advisory Committee of the School of Media Arts and Design is to support individual faculty seeking to achieve excellence within the school.

The School recognizes that many artistic/scholarly endeavors require more than a single evaluation period to complete. Faculty working on these sorts of projects should provide in their annual evaluations and promotion/tenure applications a substantive discussion of work-in-progress, milestones met, and plans for publication or exhibition, as well as an estimated completion date. The Director and the SMAD PAC will factor work-in-progress into their faculty evaluations.

The SMAD PAC will review the faculty's annual reports and make written recommendations to the School Director concerning merit salary increases. Once merit salary increases are allocated, the SMAD PAC may request a review of the results with the Director. Individual faculty members may review any written evaluations they received from the SMAD PAC with the School Director. In addition, an appeal procedure is described in the JMU Faculty Handbook 2001, III.E.4.g.



In cases of first-year reviews, the SMAD PAC will provide faculty members with copies of recommendations sent to the Director, including, where appropriate, suggestions for improving performance in one or more of the evaluation categories. The SMAD PAC will conduct a third-year review (or mid-term review for faculty whose contracts provide for a probationary period shorter than the maximum seven-years).

With regard to requests for promotion or tenure, the SMAD PAC will provide the individual faculty member with a copy of its recommendation as soon as it is given to the Dean of the College of Arts and Letters. The PAC will notify candidates in advance in cases when promotion or tenure will not be recommended. A candidate may withdraw from consideration, without prejudice, at any time during the process.

Faculty should feel free to meet with the School Director, with individual members of the SMAD PAC, or with the PAC as a whole for advice on preparing their credentials. Candidates for promotion or tenure may meet with the SMAD PAC to discuss the intangibles that may need clarification beyond the written record, or to review the results of their evaluation.

For more information about the evaluation process, including the deadlines for submitting materials, see the JMU Faculty Handbook 2001.

The evaluation criteria that follow are meant to be general in nature, so that a faculty member can make a case by providing evidence of the value of specific items. The items are not listed in order of importance.

## **CRITERIA**

### **Teaching: Satisfactory**

A faculty member being evaluated for promotion or tenure should provide evidence of as many items as appropriate in one or more of the categories listed below to support a satisfactory rating in teaching:

- 1. Teaches appropriate, well-prepared materials.
- 2. Works to improve teaching skills by attending such things as conferences, courses or workshops.
- 3. Keeps abreast of developments in individual field or field of interest and reflects these developments in teaching.
- 4. Pursues instructional development by securing university grants, local grants or other funding support.
- 5. Receives positive student evaluations. According to The Faculty Handbook III.E.2.b.(1) Teaching, student evaluations are utilized as part of the teaching portfolio but not as the primary evidence for teaching evaluation. The faculty member should provide the PAC with quantitative student evaluation for the most recent year. In cases of promotion and tenure, the faculty member should provide the PAC with quantitative student evaluations in tabular form from the four most recent semesters and open-ended student comments from the last two semesters. Include explanations of why a statistical evaluation may be considered positive in light of course level, majors/non-majors student enrollment, theory/practice nature of the course, etc.
- 6. Receives positive peer evaluations. In cases of promotion and tenure the PAC will arrange direct observation of the faculty member in the classroom. The PAC will also schedule a PAC interview with the faculty member if necessary or requested by the candidate.
- 7. Demonstrates accessibility to students outside of class, as illustrated by maintaining office hours in accordance with school policy.
- 8. Advises or supervises academic co-curricular activities whose quality is recognized by peers and professionals on the local or state level.
- 9. Encourages students to enter competitive exhibitions and competitions.
- 10. Demonstrates effectiveness in academic advising and/or career counseling.

- 11. Responds appropriately to annual evaluations. Appropriate responses may include evidences of change stemming from evaluations or an attached statement satisfactorily addressing points of disagreement.
- 12. Receives teaching/advising award on a university or state level.

### **Teaching: Excellent**

In addition to the items listed under “Satisfactory,” a faculty member being evaluated for promotion or tenure should provide evidence of as many items as appropriate in one or more of the categories listed below to support an excellent rating in teaching:

- 1. Demonstrates effective and innovative teaching, as exemplified by such things as revising course material in a significant way or originating courses.
- 2. Uses outside resources and instructional alternatives such as guest speakers, field trips, visiting artists and scholars. Enhances the general education of students through scholarly and professional outreach.
- 3. Receives superior student evaluations. [According to The Faculty Handbook III.E.2.b.\(1\) Teaching, student evaluation is utilized as part of the teaching portfolio but not as the primary evidence for teaching evaluation. The faculty member should provide the PAC with quantitative student evaluations for the most recent year. In cases of promotion and tenure, the faculty member should provide the PAC with quantitative student evaluations in tabular form from the four most recent semesters and open-ended student comments from the last two semesters.](#) Include explanations of why a statistical evaluation may be considered positive in light of course level, majors/non-majors student enrollment, theory/practice nature of the course, etc.
- 4. Shows strong evidence of outstanding student accomplishment.
- 5. Receives superior peer evaluations. In cases of promotion and tenure the PAC will arrange direct observation of the faculty member in the classroom. The PAC will also schedule a PAC interview with the faculty member if necessary or requested by the candidate.
- 6. Assumes extra teaching responsibilities, including supervising a significant number of independent projects or internships, directing honors projects, or teaching course overloads.
- 7. Pursues instructional development by securing major university, local or national grants or other funding support.
- 8. Advises or supervises academic co-curricular activities whose quality is recognized by peers and professionals on the regional or national level.
- 9. Demonstrates superior performance in academic advising and career counseling and/or shows excellent accessibility to students outside of normal class and office hours.
- 10. Interns at a professional media organization on the local, state or national level.
- 11. Receives a teaching award on a regional, national or international level.

### **Artistic/Scholarly Achievement and Professional Qualification: Satisfactory**

A faculty member being evaluated for promotion or tenure should provide evidence of as many items as appropriate in one or more of the categories listed below to support a satisfactory rating in scholarly achievement and professional qualification. Evidence should be clearly relevant to the appropriate discipline.

- 1. Publishes research and other scholarly articles in refereed local or state journals. Produces creative works for local or state-wide performance and/or distribution. Publishes creative/journalistic work in local or state publications.
- 2. Writes, produces or directs creative works presented through the media on the local or state level.
- 3. Presents refereed papers or creative works at local or state meetings.
- 4. Publishes creative work, research, or scholarly articles in nonrefereed local or state journals/publications. Exhibits creative work in local or state-wide nonjuried shows.
- 5. Presents invited papers or creative works at local or state meetings.
- 6. Gives presentations or serves as a panel member at professional meetings at the local or state level.
- 7. Evaluates creative/scholarly work as editor or editorial board member for a local or state journal.
- 8. Designs, develops and disseminates computer programs or applications used in research or creative works on the local or state level.
- 9. Presents peer seminars or short courses at the local or state level.
- 10. Completes post-graduate study beyond the appropriate degree required to hold current position.
- 11. Consults for professional media organizations on the local or state level.
- 12. Attends courses or meetings at the local or state level that enhance professional development.
- 13. Performs in creative productions for local or state-wide broadcast.
- 14. Receives JMU or external research or related grants.
- 15. Holds a terminal degree or its equivalent in an appropriate field.
- 16. Receives awards for creative/scholarly work on a local or state level.

**Artistic/Scholarly Achievement and Professional Qualification: Excellent**

In addition to the items listed under “Satisfactory,” a faculty member being evaluated for promotion or tenure should provide evidence of as many items as appropriate in one or more of the categories listed below to support an excellent rating in scholarly achievement and professional qualification. Evidence should be clearly relevant to the appropriate discipline.

- 1. Publishes books, articles and/or creative works of regional, national or international significance.
- 2. Publishes research and other scholarly articles in refereed national or international journals. Produces creative works for regional, national or international performance and/or distribution. Publishes/exhibits juried creative works in regional, national or international publications/exhibitions.
- 3. Writes, produces, directs, or performs creative works presented through the media at the regional, national or international level.
- 4. Presents refereed papers or creative works at regional, national or international meetings.

- 5. Publishes research and other scholarly articles in nonrefereed regional, national or international journals.
- 6. Presents invited papers or creative works at regional, national or international meetings.
- 7. Gives presentations or serves as a panel member at professional meetings at the regional, national or international level.
- 8. Evaluates scholarly/creative works as editor or editorial board member for a regional, national or international journal.
- 9. Designs and develops computer programs or applications used in research or creative works that are disseminated regionally, nationally or internationally.
- 10. Presents peer seminars or short courses at the regional, national or international level.
- 11. Continues professional development by completing post-graduate fellowship or equivalent courses of study beyond the appropriate degree required to hold current position. Maintains professional licenses through continuing education.
- 12. Consults for professional media organizations on the regional, national or international level.
- 13. Performs in creative productions for regional, national or international distribution.
- 14. Receives a fellowship, research or related grant of regional, national or international significance.
- 15. Receives awards for creative/scholarly work on a regional, national or international level.

**Professional Service: Satisfactory**

A faculty member being evaluated for promotion or tenure should provide evidence of as many items as appropriate in one or more of the categories listed below to support a satisfactory rating in service:

- 1. Serves regularly on school, college and university committees. (normally 2 or 3 active committees a year).
- 2. Advises student organizations beyond those directly related to teaching duties.
- 3. Develops and sets up on-campus programs that contribute to the enrichment of the school, college or university.
- 4. Acquires outside funding or other resources that directly support on-going activities of the school, college or university.
- 5. Holds office in a local or state media or arts organization.
- 6. Serves on editorial board of a local or state publication.
- 7. Develops classes and workshops for local or state organizations.
- 8. Chairs or organizes competitive panels presented at local or state conventions.
- 9. Serves as juror, critic, reviewer or consultant for organizations/publications/exhibitions at the local or state level.
- 10. Helps develop management, production or commercial/non-commercial policies for media or arts industries on the local or state level.

- 11. Participates in an interdisciplinary program or in another supervisory/administrative capacity.
- 12. Receives an award for service from a local or state organization.

### **Professional Service: Excellent**

A faculty member being evaluated for promotion or tenure should provide evidence of as many items as appropriate in one or more of the categories listed below to support an excellent rating in service:

- 1. Plays a positive leadership role through chairing or contributing substantially to school, college and university committees.
- 2. Makes significant contributions as an advisor of student organization(s).
- 3. Develops and sets up on-campus programs that bring regional, national or international recognition to the school, college or university.
- 4. Acquires substantial outside funding or other resources that directly support on-going activities of the school, college or university.
- 5. Holds office in a regional, national or international media or arts organization.
- 6. Serves on editorial board of a regional, national or international publication.
- 7. Develops classes and workshops for regional, national or international organizations.
- 8. Chairs or organizes competitive panels presented at regional, national or international conventions.
- 9. Serves as juror, critic, reviewer or consultant for organizations/publications/exhibitions on a regional, national or international level.
- 10. Helps develop management, production or commercial/non-commercial policies for media or arts industries on the regional, national or international level.
- 11. Serves as coordinator or director of an interdisciplinary program, or in another supervisory/administrative capacity.
- 12. Receives an award for service from a regional, national or international organization.
- 13. Organizes or participates in developing an exhibition at a regional, national or international level.
- 14. Volunteers significant time and effort to unassigned work that positively enhances the school, college or university.

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## **XIII. Ruth D. Bridgeforth Endowed Professorships**

### **History & Background**

The Ruth D. Bridgeforth Endowed Professorship in Telecommunications was established by Mr. William E. Bridgeforth, Jr. honoring his wife, Ruth. The professorship was established under the State of Virginia's Eminent Scholars program. Under this program, faculty may receive salary supplements funded from endowment income and matching general fund appropriations. The supplements are to be incremental to the regular annual salary of the faculty member and are not to be used in lieu of base salaries. The purpose of the Eminent Scholars program is to attract and retain eminent scholars to institutions of higher education.

Each year in February, the James Madison University Foundation will determine the actual amount of funds available for the upcoming fiscal year. The amount may change somewhat from year to year based on market returns.

### **Statement of Purpose and Objectives**

The endowed chairs are intended for scholars, artists and teachers distinguished by wide recognition in the academy for their accomplishment. A chair may be used to honor a distinguished faculty member or attract a new faculty member to the University. The chairs bring recognition for a long-term program of eminent scholarship/teaching and provide the recipients further support for the type of work that has characterized their record.

### **Number of Appointments**

Based on expected income from the endowment, there will be three appointments. The three chairs will equally split the available endowment amount each year, as stipulated by the JMU Foundation and reported each February.

### **Eligibility & Criteria**

The holder of an endowed chair must be a tenured, full-time member of the University at the rank of Associate or Full Professor. Professorships may also be used in the recruitment of faculty at the rank of Associate or Full Professor. The SMAD academic unit head will not be eligible. The appointee shall be a person who has achieved national eminence in the discipline as judged by the person's peers. The "eminence" of the appointee shall be judged on evidence of effective teaching, productive research, artistic achievement or distinguished accomplishments.

### **Term of Appointment**

The term of appointment shall be for a maximum of three (3) years. There will be no limit on the number of terms an individual may hold a chaired appointment.

All eligible faculty will be allowed to apply for appointment to the professorship during the time of the first appointment or during the third year of an existing appointment.

Time spent on educational leave, or all other forms of paid or unpaid leave, will count as part of the 3-year appointment.

### **Notification, Deadlines and Application Materials**

The SMAD Director will announce the professorship opportunity by December 1 of the final year of an existing appointment.

Applications will be due by January 15, with the review of candidates and the selection completed by March 1. Applicants will be notified by March 15. Appointments are effective at the beginning of the following Fall semester.

Applicants (new and existing appointees) shall include a letter of application, a detailed academic vita and contact information for at least three references who can attest to the applicant's national prominence.

### **Selection Committee**

No applicant or current Bridgeforth professorship holder may be included on the selection committee. Therefore, the committee shall be formed after the application deadline of January 15. It is recommended that the committee be formed by February 1.

The selection committee shall be composed of the following five persons:

1. The Director of the School of Media Arts & Design, serving as a voting Chair.
2. A Full Professor with an appointment in the School of Media Arts & Design.
3. An Associate Professor with an appointment in the School of Media Arts & Design.

4. The Dean or an Associate Dean or Academic Unit Head from within the College, selected by the Dean.
5. Another Full or Associate Professor from within the College, selected by the Director.

In the case of the Full or Associate professor positions on the committee, SMAD faculty will nominate and vote for new members in each year there is an individual in the final year of appointment. This will occur after the January 15 application deadline.

In cases in which no Full Professor is eligible for election to the committee, another Associate Professor shall be eligible. In cases in which no Associate Professor is eligible for election to the committee, another Full Professor shall be eligible.

#### **Annual Reporting**

The holder of an endowed chair shall submit, each year, a brief narrative report of accomplishments for the past year and of goals for the next year. The report will be submitted to the Director of the School of Media Arts & Design and shared with the selection committee. The report is due by June 1 of each year.

## **XIV. SMAD Internal Leave Guidelines (Adopted August 18, 2021)**

Faculty research and creative work are essential activities in an academic unit committed to excellent teaching, the production of knowledge, and the expansion of aesthetic insight and perspective. In anticipation of James Madison University's transition to Carnegie Research-2 status, the School of Media Arts & Design affirms its commitment to faculty professional development on the dimension of scholarship. This SMAD internal leave program will supplement academic leave available through the College of Arts & Letters, as well as leave opportunities funded by external fellowships and grants.

#### Purpose:

- The purpose of an internal leave will be research or creative activity that will produce or contribute to a work of primary importance, as defined by CAL's current promotion-and-tenure guidelines.

#### Application Process:

- The AUH will make internal leave assignments and will consider impacts on the curriculum. Student progress toward the degree must be preserved and SMAD's general education obligation must be fulfilled.
- A faculty member who wants to be considered for SMAD internal leave must apply for CAL leave and, if unsuccessful, will submit the CAL proposal to SMAD.
- The PAC will review and rank SMAD leave proposals each year.
- Internal leave decisions for an academic year will be made the previous December, after announcement of CAL leaves and FMIR/study-abroad appointments. Faculty who teach courses required for seniors may need to schedule leave three semesters in advance.
- The applicant must collaborate with the AUH and associate director in developing a plan for covering courses in the major and must agree to share course materials to facilitate coverage. That plan becomes an appendix to the proposal.
- Because leave proposals are judged on merit, SMAD is not required to award all available leaves in a given year.

#### Eligibility:

- All FT permanent faculty (TT and RTA) will be eligible to apply for internal leave once every five years.
- For faculty who receive a CAL leave, a research fellowship, or grant-sponsored leave, the clock will restart with the most recent leave. An FMIR service/teaching appointment or use of the FMLA benefit will not restart the five-year clock.

- No more than four leaves may be awarded per academic year, two in each semester. CAL leaves, FMIRs, and fellowship- or grant-supported leave will be counted toward that total; FMLA will not be counted toward that total. The AUH may consider the impact of retirements when determining whether a leave will be granted.
- Given the high degree of faculty specialization in the concentrations, multiple faculty from a single concentration or the general education teaching team may not be away from campus in the same semester.
- Valid proposals (those that have been reviewed and ranked by the PAC) will be prioritized in this order: 1. Untenured TT faculty who have been guaranteed a leave by contract; 2. Untenured TT faculty who have completed the third-year review; 3. Associate professors with four years in rank and assistant professor RTAs who have completed the third-year review; and 4. Full professors and associate professor RTAs.
- Productivity on previous leaves will be considered in awarding an internal leave.

Post-leave Considerations:

- Faculty members granted leave must file a written report describing in detail their progress toward the goals outlined in the leave proposal. The written report must be a separate submission and not incorporated into the FAR.
- Faculty are encouraged to present a colloquium in which they share and discuss their creative work or research.