



Department of Health Sciences

RTA Promotion and Evaluation  
Guidelines

Approved: 2022

Office of the Provost  
James Madison University

MSC 7607  
Alumnae Hall, Room 102  
91 Alumnae Drive  
Harrisonburg, VA 22807  
540.568.3429

## Health Sciences proposed rank definitions to be included in our department handbook:

### Proposed language in JMU Faculty Handbook (updated 3-2-22):

**Lecturer:** Appointment at the rank of lecturer can be made in the case of an RTA. Individuals in the rank of lecturer are eligible for promotion. Appointment at the rank of lecturer normally carries with it primarily teaching and service responsibilities, and a graduate degree in a relevant discipline. See Faculty Handbook, Section III.D.4.

**Senior Lecturer:** In addition to the requirements for lecturer, appointment at the rank of senior lecturer is contingent upon substantial professional achievements, evidenced by excellence in teaching, with an appropriate combination of service and scholarship achievement / professional qualifications, and normally a graduate degree in a relevant discipline.

**Principal Lecturer:** In addition to the requirements for senior lecturer, appointment at the rank of principal lecturer is contingent upon recognition of outstanding professional accomplishment, evidenced by excellence in teaching, with an appropriate combination of service and scholarship achievement / professional qualifications, and normally a graduate degree in a relevant discipline.

### Policy X Lecturer Promotion Overall Expectations (Or include in Policy 08)

1. If lecturers are interested in applying for promotion, all criteria and expectations are based on a traditional promotion time period where application occurs in the fall semester of the faculty member's 6<sup>th</sup> year in rank. Early applications may result from the submission for early decision due to ***compelling reasons (i.e. compelling evidence by exceeding the requirements for excellence in 2/3 evidentiary weighted performance areas with a requirement of excellence in the performance area of highest weighting)***, a contractual agreement at the time of hiring, or any adjustment approved by the AUH and the Dean.

2. Evaluation Period: Faculty applying for promotion to Senior Lecturer must submit materials from the most recent five years prior to promotion. As an exception, those hired prior to Fall 2022 may submit materials from the most recent 10 years prior to promotion. All faculty applying for promotion to Principal Lecturer must submit materials from the most recent five years prior to promotion. Materials from the respective evaluation period will be used to make recommendations, unless negotiated with the AUH.

3. When making promotion decisions, the AUH and the AUPAC will use the promotion criteria found in this document to determine a rating of unsatisfactory, satisfactory, or excellent in the areas of teaching, scholarly achievement and professional qualifications, and professional service.

4. Faculty members applying for promotion from Lecturer to Senior Lecturer must earn a rating of excellent in teaching and a minimum rating of satisfactory in professional service and scholarly achievement and professional development.

5. Faculty members applying for promotion from Senior Lecturer to Principal Lecturer must earn a rating of excellent in teaching and excellent in one other area, either in professional service or scholarly achievement and professional development.

6. The annual evaluations are short-term assessments. The annual evaluations are not designed to be used in a summative manner.

7. Faculty members wishing to apply for promotion must notify the AUPAC and AUH in writing by September 1<sup>st</sup> and submit a dossier following the CHBS Professional Dossier Outline to the AUH and AUPAC by October 1<sup>st</sup> the year in which application is made.

#### **Evaluation Criteria for Promotion of RTA Lecturers:**

##### **x.1 Teaching**

Approved by faculty vote of 13 yes: 3 no: 1 abstain on 3-1-22

Approved by Academic Unit Head on 3/21/22

Approved by CHBS Dean on 6/2/22

Approved by Provost on 9/9/22

##### **x.1.1 Excellent**

Complete items 1 and 2

1. Demonstrate fulfillment of assigned teaching responsibilities. Evidence may include narrative statements, course evaluations, and other examples as appropriate.  
(Complete 1a and 1b.)
  - a. Syllabi, instructional materials, teaching methodologies, assignments and assessments are current and well organized to help transmit and reinforce information and/or develop skills.
  - b. Maintaining accessibility to students.
2. Provide **12** examples within the applicable evaluation period (see Overall Expectations item #2) that demonstrate evidence of teaching excellence and clearly describe and discuss them as evidentiary items illustrating excellence. Up to a maximum of **five** items from Level **B** can be presented as part of the 12 examples. Types of evidence may be repeated (e.g. assessment measures for two different courses (not different sections of the same course) would count for two unique pieces of evidence). Data presented can come from each section of a course taught each semester (with the exception of: **(a).i.:**

aligning course assessment measures with course objectives). Section **(a).i.** can be used multiple times for the same course if the course assessment has been significantly modified.

a. Level **A** Evidence of Teaching Excellence

- i. Assessment measures (assignments, activities, exam questions, projects) aligned with the majority of course learning objectives for one course.
- ii. Test question analysis using one section of a course in a semester (i.e., difficulty, rubrics, matrices, item analysis, test-reliability, multiple drafts on writing assignments, etc.).
- iii. Pre-test/post-test analysis of learning (i.e., give final at start and finish of semester) for one section of a course in a semester.
- iv. Describe and provide evidence for the implementation of one or more engagement-related practices. The Association of American Colleges and Universities list of “high impact” practices provides some working examples/definitions that will be used in the evaluation. Some of those include:

|                                    |                              |
|------------------------------------|------------------------------|
| Capstone Project                   | Global Learning/Study Abroad |
| Co-Curricular Project              | Internship                   |
| Common Intellectual Experience     | Learning Communities         |
| Collaborative Assignments/Projects | Service-Learning             |
| Diversity                          | Undergraduate Research       |
| Formal Leadership Experience       | Writing-Intensive Courses    |

b. Level **B** Evidence of Teaching Excellence (no more than **five** may be used from this list; repeated items are permitted, please note that student evaluations are included as an option that Faculty may choose to include or not)

- i. Advising major/minors (per 10 advisees per academic year; including results of advising evaluation),
- ii. First year advising including results of advising evaluation,
- iii. Responsible for three different course preparations per academic year (excluding first year),
- iv. Prepare and deliver a new course preparation (never taught before),
- v. Development of a new course that is approved by all C&I committees,
- vi. Teach an overload within the department,
- vii. Chaired a thesis or served as an honors advisor for a completed thesis,
- viii. Served as an honors thesis reader, or graduate thesis committee member (the project must be completed in order to be used in this category),

- ix. Directed or served as a research chair for a completed 'for credit' project (i.e., HTH 389 Practicum, HTH 390 Special Studies, HTH 495 Internship),
- x. Served as an independent study or senior project chair for a completed student project (as above),
- xi. Served as a reader or committee member on a thesis/independent study for a completed student project,
- xii. Requested a teaching observation (e.g., CFI TAP or peer) or other professional development related to teaching and demonstrated that the results were used to improve teaching and learning,
- xiii. Other as approved by AUH in consultation with AUPAC.

### **x.1.2 Satisfactory**

Complete items 1 and 2

1. Demonstrate fulfillment of assigned teaching responsibilities. Evidence may include narrative statements, course evaluations, and other examples as appropriate.  
(Complete 1a and 1b.)
  - a. Syllabi, instructional materials, teaching methodologies, assignments and assessments are current and well organized to help transmit and reinforce information and/or develop skills.
  - b. Maintaining accessibility to students.
2. Describe **six** examples of teaching quality using at least two different options from the list below:
  - a. Assessment measures (assignments, activities, exam questions, projects) aligned with the majority of course learning objectives for one course,
  - b. Test question analysis using one section of a course in a semester (i.e., difficulty, rubrics, matrices, item analysis, test-reliability, multiple drafts on writing assignments, etc.),
  - c. Pre-test/post-test analysis of learning (i.e., give final at start and finish of semester) for one section of a course in a semester,
  - d. Study abroad (demonstrate the program met learning objectives),
  - e. Advising to major/minors (per 10 advisees) including results of advising evaluation,
  - f. First year advising (must include the results of advising evaluation),
  - g. Responsible for three different course preparations per academic year (excluding first year),
  - h. Development of a new course that is approved by all C&I committees,
  - i. Prepare and deliver a new course preparation (never taught before),
  - j. Teach an overload within the department,
  - k. Chaired a thesis or served as an honors advisor for a completed thesis,

- l. Served as an honors thesis reader, or graduate thesis committee member (the project must be completed in order to be used in this category),
- m. Directed or served as a research chair for a completed ‘for credit’ project (i.e., HTH 389 Practicum, HTH 390 Special Studies, HTH 495 Internship),
- n. Served as an independent study or senior project chair for a completed student project (as above),
- o. Served as a reader or committee member on a thesis/independent study for a completed student project,
- p. Requested a teaching observation (e.g., CFI TAP or peer) or other professional development related to teaching and demonstrated that the results were used to improve teaching and learning,
- q. Describe and provide evidence for the implementation of one or more engagement-related practices. The [Association of American Colleges and Universities](#) list of “high impact” practices provides some working examples/definitions that will be used in the evaluation. Some of those include:

|                                    |                              |
|------------------------------------|------------------------------|
| Capstone Project                   | Global Learning/Study Abroad |
| Co-Curricular Project              | Internship                   |
| Common Intellectual Experience     | Learning Communities         |
| Collaborative Assignments/Projects | Service-Learning             |
| Diversity                          | Undergraduate Research       |
| Formal Leadership Experience       | Writing-Intensive Courses    |

- r. Other as approved in advance by the AUH in consultation with AUPAC.

## **X.2 Scholarly Achievement and Professional Qualifications**

Approved by faculty vote of 13 yes: 2 no: 1 abstain on 3-1-22

Approved by Academic Unit Head on 3-21-22

Approved by CHBS Dean on 6-2-22

Approved by Provost on 9/9/22

Scholarly activities and professional qualifications may include, but are not limited to, the following types of activities:

- a. Attending professional teaching and/or research conferences
- b. Attending professional development workshops, graduate level courses or other continuing education events related to the discipline or scholarship
- c. Provide evidence of maintaining certifications (e.g., CHES, MCHES, CPH etc.)

- d. Developing ancillary materials related to the discipline (examples may include: developing a PowerPoint or test bank for a textbook, evaluation of supplemental videos or resources for a course textbook or an online companion/supplemental course/textbook resource)
- e. Collaborating on a research project or grant (e.g., developing the research methods, IRB applications, data collection etc.).
- f. Dissemination of disciplinary knowledge and expertise (e.g., newsletters, community talks, podcasts, interviews for news pieces etc.)
- g. Authorship of a publication, book chapter, edited books, or conference presentation.
- h. Authorship on teaching or service grants
- i. Other as approved in advance by the AUH in consultation with AUPAC

### **x.2.1 Excellent**

Complete two of the above activities. May be the same or different activities. Activities must be completed within the applicable evaluation period (see Overall Expectations Item #2).

### **x.2.2 Satisfactory**

Complete one of the above activities. Activities must be completed within the applicable evaluation period (see Overall Expectations Item #2).

### **x.2.3 Unsatisfactory.**

An unsatisfactory rating will result from a failure to meet either satisfactory or excellent criteria.

### **x.3 Professional Service**

Approved by faculty vote of 15 yes: 0 no: 1 abstain on 3-1-22

Approved by Academic Unit Head on 3-21-22

Approved by CHBS Dean on 6-2-22

Approved by Provost on 9/9/22

1. A brief summary of each service activity, outcomes of the activity, and the faculty member's specific role and extent of contributions in the service activity must be presented. Every service activity used as evidence in promotion must be summarized by the faculty member.

2. The faculty member should present evidence to demonstrate service contributions. Evidence of service may be demonstrated through one or more of the following:

- a. Committee minutes.
- b. Reports.

- c. Letters from committee chairs and/or colleagues.
  - d. Written endorsements from the committee chair of the brief summary of the service activity.
  - e. Other documented evidence of community, educational or professional service.
3. A faculty member can complete the same, or similar, service activities within the applicable evaluation period (see Overall Expectations Item #2) or complete different service activities within the applicable evaluation period (see Overall Expectations Item #2).
4. Leadership in a service activity counts as two activities.
5. In all cases, both 1) quality and 2) quantity of service activities will be used to determine the overall evaluation rating for service.

**Professional Service activities may include:**

- a. Reviewing journal articles, conference abstracts, or other professional publications.
- b. Invited internal or external presentations or trainings related to faculty member's area of expertise.
- c. Significant participation on any JMU committee (Departmental, College or University) or task-force.
  - i. Departmental service (Examples: Faculty Senate, AUPAC, Member of search committee, Assessment Liaison, C & I, Assessment Fellow, CFI Fellow, Madison Collaborative Fellow, Honors Liaison, Departmental Mentor)
  - ii. College service (Examples: Diversity Council, College C & I, Faculty Development Committee, college newsletter contribution)
  - iii. University service (Examples: Officer in Faculty Senate, Assessment APT Graders, Honor Advisory Council, CIT Mentor)
- d. Alternative break faculty advisor.
- e. Faculty advisor for an international experience.
- f. Faculty advisor for student organization.
- g. Chair of a major internal or external profession-related committee, upon AUH approval.
- h. Elected or appointed officer or Board member in a major profession-related organization.
- i. Serve, in an active role, on a profession-related committee outside of JMU.
- j. Professional community service (Examples: Health Advisory Board, Healthy Community Council, community organization board member, professional linkage back to qualifications).



k. Other as approved by AUH in consultation with AUPAC.

**x.3.1 Excellent**

A faculty member must have played an active role in at least five professional service activities. Activities must be completed within the applicable evaluation period (see Overall Expectations Item #2).

**x.3.2 Satisfactory**

A faculty member must have an active role in at least three professional service activities. Activities must be completed within the applicable evaluation period (see Overall Expectations Item #2).

**x.3.3. Unsatisfactory**

An unsatisfactory rating will result from a failure to meet either satisfactory or excellent criteria.