

Department of Health Professions

Evaluation and Procedures

Approved: 2024

STANDARDS OF FACULTY EVALUATION

**Department of Health Professions
James Madison University**

Approved by Department Faculty: 12/16/22 [24-0-0]; 03/01/24 [17-0-1]; 10/04/24 [21-0-0]

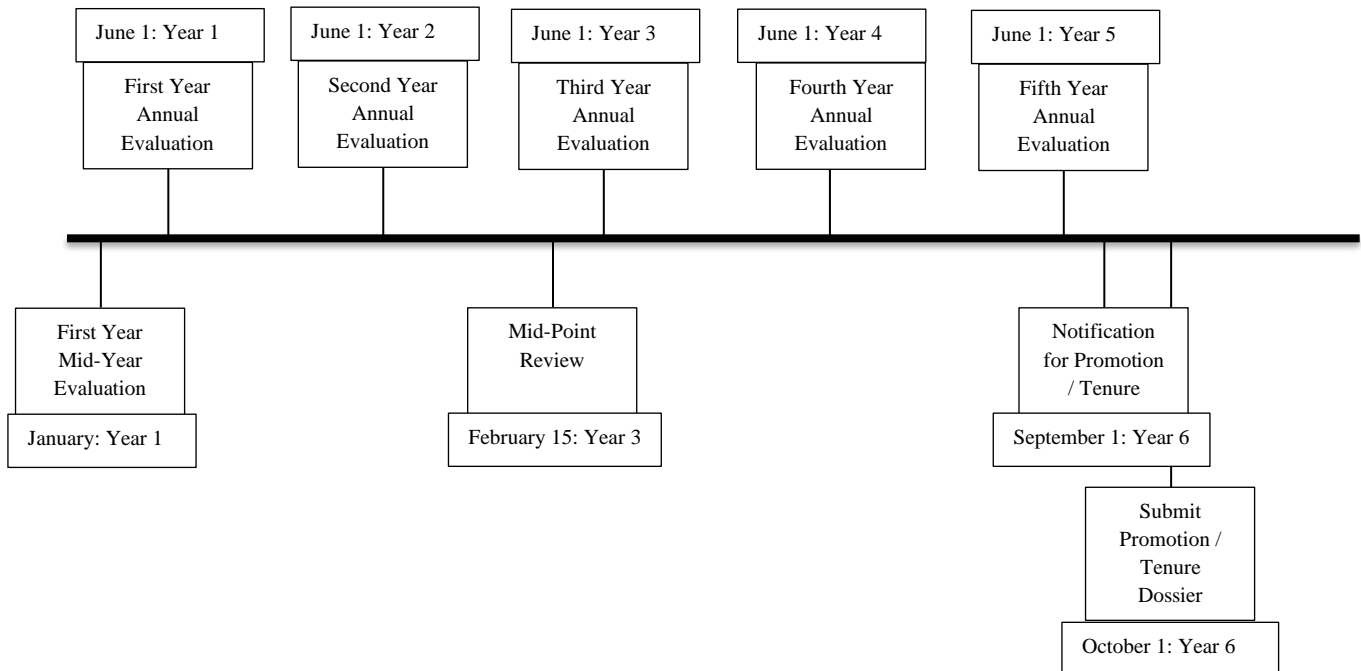
**Department of Health Professions
Governance Document for Standards for Evaluation**

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Standards of Evaluation

This document outlines the standards of evaluation that will govern the evaluation of faculty of the Department of Health Professions. These standards include annual evaluation, first year mid-year (initial) evaluation, mid-point review, and promotion/tenure evaluation for tenure-track, tenured, and RTA faculty.

Evaluations will occur on the following timeline:



While developing materials for evaluations (i.e., annual evaluation, tenure/promotion evaluation, mid-point evaluation), the AUH and members of the AUPAC are available to provide formal or informal support to faculty regarding narrative development and the collection of supporting evidence.

Annual Evaluation

Annual Evaluation: Assistant/Associate/Professor Rank

[JMU Faculty Handbook Section III.E.4](#) indicates that the annual evaluation shall consider the performance of the faculty member both within and outside of the academic unit in the areas of teaching, scholarly achievement and professional qualifications, and professional service. Additionally, any aspects of a faculty member's conduct that impacts performance, positive or negative, should be addressed in these evaluations. The Academic Unit Head (AUH) will solicit input from appropriate individuals outside of the academic unit when the faculty member has assignments outside of the academic unit. The AUH may solicit information from the Academic Unit Personnel Advisory Committee according to academic unit procedures.

Within each of the three performance areas (teaching, scholarly achievement and professional development, and professional service), a faculty member shall be evaluated as excellent, satisfactory or unsatisfactory. In addition to an evaluation in each of the three areas of performance, the faculty member's overall performance must be evaluated as acceptable or unacceptable. A factor in determining overall annual performance must be the relative weight associated with each of the areas of performance. Weightings for each should fall within the following ranges:

| | Teaching | Scholarship | Service |
|----------------------------|-----------------|--------------------|----------------|
| Assistant/ Associate/ Full | 60-80% | 10-30% | 10-30% |
| Instructor | 60-90% | 0-30% | 10-30% |

*Any alternate weighting distributions need to be approved by the AUH and will require adjustments to outcome expectations

Assigning weights to the three performance allows the faculty member to communicate the relative priority of particular goals or of competencies in those areas for the year assigned. The faculty will suggest upcoming yearly weightings on the FAAP, and the weightings will be agreed upon with the faculty member and AUH during the yearly evaluation meeting. Weightings will be used in merit decisions.

Faculty will submit a self-assessment of annual performance to the AUH no later than June 1 annually.

Evaluation of Teaching

In addition to identifying all courses instructed throughout the year, the following is the list of criteria for evaluation annually:

1. Self-Reflection of Teaching Progression/Development (Based upon a variety of perspectives, explain the effectiveness of teaching methods and innovations; Integrates connection of Teaching Philosophy and/or Advising Philosophy into reflection)
2. Student Evaluations of Course Instruction
3. Peer/AUH Evaluation of Course Instruction
4. Engaged Learning, Community Engagement, and/or Civic Engagement

5. Professional Development or Innovation in Pedagogy
6. Advising Activity
7. Mentoring of Student Scholarship (Theses/Projects/Honor's)
8. Syllabi Standards (*University and professional accreditation*)

Faculty who hold other assigned roles (e.g., clinical coordinator, program director, medical director, administrative assignments) should document their roles here. Evidence of effectiveness should include a summary of duties, a philosophy statement, self-reflection, and role accomplishments.

Rating of Teaching Evaluation

For the evaluation teaching, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent:

| Criterion | Satisfactory Rating | Excellent Rating* |
|--|--|--|
| Self-Reflection | Documents strengths and areas of improvement | Documents strengths, areas of improvement, responsiveness to feedback (student, peer, AUH), continuous quality improvement |
| Student Evaluations | Satisfactory scores on BLUE evaluations (mean scores of 3.2 or above in overall instructor rating per semester [Instructor NAR]) | Consistently high scores on BLUE evaluations (mean scores of 4.0 or higher in overall instructor rating per semester [Instructor NAR]); Responsive and reactive to trends in quantitative scores and qualitative comments; Documents improvement from previous semester/year |
| Peer/AUH Evaluations | "Meets expectations" in all areas | "Exceeds expectations" in at least 10 (of 18) areas and "meets expectations" in the remaining areas. |
| Engaged Learning, Community Engagement, Civic Engagement | Documents engagement: at least 1 engaged learning activity per course | Documents impact of high-quality engagement on student learning: 2 or more engaged learning activities per course; Emphasizes application and synthesis |
| Professional Development or Innovation in Pedagogy | Participates in at least 1 professional development activity for teaching | Documents impact of 2 or more professional development activities for teaching; Documents impact of teaching innovation on student learning |
| Academic and/or Professional Advising | Documents student advising activities | Documents impact of high quality advising |

| | | |
|----------------------------------|---|---|
| Mentoring of Student Scholarship | Documents student mentoring activities (e.g., student research, theses, capstones, class assignments, etc.) | Documents impact of high-quality student mentoring (e.g., student research, theses, capstones, class assignments, etc.) |
| Syllabi Standards | Meets University and Accreditation Standards for each course syllabus | Documents alignment of course objectives, teaching activities, and assessment methods for each course syllabus |

*Documented impact may include recognition through awards for teaching.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in 7 of 8 criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 5 of 8 criterion.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Comprehensive evaluation suggests serious limitations or shortcomings.

Table 1.

| Course Name & Number: | Credit Hours | Semester | Students Enrolled | Overall Instructor Rating (Instructor NAR) |
|---|--------------|----------|-------------------|--|
| EX. HTH 200: Introduction to Health Professions | 3 | F18 | 75 | 4.24 |
| EX. HTH 656: Clinical/ Practicum | 2 | S19 | 16 | 4.13 |
| Overall Mean Instructor Rating | | | | 4.18 |

Evaluation of Scholarly Achievement and Professional Development

Faculty members' research/scholarship/professional development will likely be highly varied and take many forms. The presentation of work should demonstrate an alignment of activities to a scholarly agenda. It is expected that all scholarly activity is performed within professional and scientific ethical guidelines.

Rating of Scholarship & Professional Development Evaluation

For each of the evaluation scholarship and professional development, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent.

| Criterion | Satisfactory Rating | Excellent Rating* |
|-------------|--|--|
| Scholarship | Documents scholarly agenda; 1 scholarly product | Documents scholarly agenda; 2 or more scholarly products Documents impact of scholarship to the body of knowledge. |

| | | |
|--------------------------|---|--|
| Professional Development | Participates in professional development relevant to own discipline | Documents impact of professional development activities relevant to own discipline |
|--------------------------|---|--|

*Documented impact may include recognition through awards for scholarship.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in each criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in both criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Unethical scholarship practices.

Evaluation of Professional Service

The primary purpose of service is to contribute professional expertise in ways that support both the internal and external functioning of the university.

Rating of Service Evaluation

For each of the professional service, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent.

| Criterion | Satisfactory Rating | Excellent Rating* |
|---|--|---|
| Service to the Program | Effectively and reliably assuming one's "fair share" of the tasks required to support the operation of the program | Documents impact of service commitments supporting operation of program; Leadership in program activities. |
| Service to the University, College, Unit, | Documents service to the University, College, or Unit | Documents impact of service commitments to the University, College, or Unit; Leadership in University, College, or Unit service |
| Service to the Profession | Documents service to the profession or discipline | Documents impact of service commitments to the profession or discipline; Leadership in professional service activities. |
| Service to the Community | Documents service to the community | Documents impact of service commitments to the community; Leadership in community service activities. |

*Documented impact may include recognition through awards for service.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in Service to the Program and satisfactory in one other criterion (Service to the University, College, Unit; Profession; Community).

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 3 out of 4 criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory; Failure to effectively and reliably participate in service at the level of the program, academic unit, college, university, profession, and/or community.

Conduct

Any conduct issues occurring during the evaluation period will be considered by the AUPAC and the AUH when determining the overall recommendation for promotion.

Annual Evaluation: Lecturer/Senior Lecturer/Principal Lecturer Rank

[JMU Faculty Handbook Section III.E.4](#) indicates that the annual evaluation shall consider the performance of the faculty member both within and outside of the academic unit in the areas of teaching, scholarly achievement and professional qualifications, and professional service. Additionally, any aspects of a faculty member's conduct that impacts performance, positive or negative, should be addressed in these evaluations. The Academic Unit Head (AUH) will solicit input from appropriate individuals outside of the academic unit when the faculty member has assignments outside of the academic unit. The AUH may solicit information from the Academic Unit Personnel Advisory Committee according to academic unit procedures.

Within each of the three performance areas (teaching, scholarly achievement and professional development, and professional service), a faculty member shall be evaluated as excellent, satisfactory or unsatisfactory. In addition to an evaluation in each of the three areas of performance, the faculty member's overall performance must be evaluated as acceptable or unacceptable. A factor in determining overall annual performance must be the relative weight associated with each of the areas of performance. Weightings for each should fall within the following ranges:

| | Teaching | Scholarship | Service |
|--|-----------------|--------------------|----------------|
| Lecturer / Senior Lecturer / Principal Lecturer | 60-90% | 0-30% | 10-30% |

*Any alternate weighting distributions need to be approved by the AUH and will require adjustments to outcome expectations

*Note: Within the Lecturer ranks, faculty have only teaching and service expectations, scholarly achievements *may* be appropriate considering the faculty's background and expertise. Thus, scholarly achievement may be noted as not applicable during annual evaluations and promotion evaluations and should be designated as such.

Assigning weights to the three performance allows the faculty member to communicate the relative priority of particular goals or of competencies in those areas for the year assigned. The faculty will suggest upcoming yearly weightings on the FAAP, and the weightings will be agreed upon with the faculty member and AUH during the yearly evaluation meeting. Weightings will be used in merit decisions.

Faculty will submit a self-assessment of annual performance to the AUH no later than June 1 annually.

Evaluation of Teaching

Following is the list of criteria for evaluation:

1. Self-Reflection of Teaching Progression/Development (Based upon a variety of perspectives, explain the effectiveness of teaching methods and innovations; Integrates connection of Teaching Philosophy and/or Advising Philosophy into reflection)
2. Student Evaluations of Course Instruction

3. Peer/AUH Evaluation of Course Instruction
4. Engaged Learning, Community Engagement, and/or Civic Engagement
5. Professional Development or Innovation in Pedagogy
6. Advising Activity
7. Mentoring of Student Scholarship (Theses/Projects/Honor's)
8. Syllabi Standards (*University and professional accreditation*)

Faculty who hold other assigned roles (e.g., clinical coordinator, program director, medical director, administrative assignments) should document their roles here. Evidence of effectiveness should include a summary of duties, a philosophy statement, self-reflection, and role accomplishments.

Rating of Teaching Evaluation

For the evaluation teaching, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent:

| Criterion | Satisfactory Rating | Excellent Rating* |
|--|--|--|
| Self-Reflection | Documents strengths and areas of improvement | Documents strengths, areas of improvement, responsiveness to feedback (student, peer, AUH), continuous quality improvement |
| Student Evaluations | Satisfactory scores on BLUE evaluations (mean scores of 3.2 or above in overall instructor rating per semester [Instructor NAR]) | Consistently high scores on BLUE evaluations (mean scores of 4.0 or higher in overall instructor rating per semester [Instructor NAR]); Responsive and reactive to trends in quantitative scores and qualitative comments; Documents improvement from previous semester/year |
| Peer/AUH Evaluations | "Meets expectations" in all areas | "Exceeds expectations" in at least 10 (of 18) areas and "meets expectations" in the remaining areas. |
| Engaged Learning, Community Engagement, Civic Engagement | Documents engagement: at least 1 engaged learning activity per course | Documents impact of high-quality engagement on student learning: 2 or more engaged learning activities per course; Emphasizes application and synthesis |
| Professional Development or Innovation in Pedagogy | Participates in at least 1 professional development activity for teaching | Documents impact of 2 or more professional development activities for teaching; Documents impact of teaching innovation on student learning |

| | | |
|---------------------------------------|---|---|
| Academic and/or Professional Advising | Documents student advising activities | Documents impact of high quality advising |
| Mentoring of Student Scholarship | Documents student mentoring activities (e.g., student research, theses, capstones, class assignments, etc.) | Documents impact of high-quality student mentoring (e.g., student research, theses, capstones, class assignments, etc.) |
| Syllabi Standards | Meets University and Accreditation Standards for each course syllabus | Documents alignment of course objectives, teaching activities, and assessment methods for each course syllabus |

*Documented impact may include recognition through awards for teaching.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in 7 of 8 criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 5 of 8 criterion.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Comprehensive evaluation suggests serious limitations or shortcomings.

Table 1.

| Course Name & Number: | Credit Hours | Semester | Students Enrolled | Overall Instructor Rating (Instructor NAR) |
|---|--------------|----------|-------------------|--|
| EX. HTH 200: Introduction to Health Professions | 3 | F18 | 75 | 3.85 |
| EX. HTH 656: Clinical/ Practicum | 2 | S19 | 16 | 3.90 |
| Overall Mean Instructor Rating | | | | |

Evaluation of Scholarship & Professional Development (if applicable)

If applicable to the faculty member, Evidence of Scholarly Products to Support Scholarly Agenda (*not limited to*):

1. Evidence-based research reports (e.g., systematic review, meta-analyses, evidence-based review, etc.)
2. Peer-reviewed manuscripts or whitepapers
3. Peer-reviewed abstracts (online or in print)
4. Peer-reviewed or invited presentations or dissemination of work
5. Books or chapters in books
6. Creative works (e.g., videos, etc.)
7. Internal and external grants
8. Clinical reviews, case studies, case reports
9. Clinical grand rounds
10. Clinical practice outcomes

- 11. Facilitating continuing education or continuing medical education training/workshops
- 12. Curricular assessment and outcomes
- 13. Major accreditation documents

Rating of Scholarship & Professional Development Evaluation

For each of the evaluation scholarship and professional development, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent (if applicable).

| Criterion | Satisfactory Rating | Excellent Rating* |
|--------------------------|---|--|
| Scholarship | Documents scholarly dissemination at the local or state level | Documents scholarly dissemination at the regional or national level |
| Professional Development | Participates in professional development relevant to own discipline | Documents impact of professional development activities relevant to own discipline |

*Documented impact may include recognition through awards for scholarship.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in each criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in both criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Unethical scholarship practices.

Evaluation of Professional Service

The primary purpose of service is to contribute professional expertise in ways that support both the internal and external functioning of the university. Professional service includes committee and leadership activities at *multiple levels* including activities that:

- 1. advance the mission of the *university, college, academic unit, and/or program*;
- 2. advance one's *profession*; or
- 3. benefit the greater *community*.

Organization membership or affiliation alone does not constitute service. In addition, activities for which a faculty member is compensated does not qualify as service.

Rating of Service Evaluation

For each of the professional service, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent.

| Criterion | Satisfactory Rating | Excellent Rating* |
|---|--|---|
| Service to the Program | Effectively and reliably assuming one's "fair share" of the tasks required to support the operation of the program | Documents impact of service commitments supporting operation of program; Leadership in program activities. |
| Service to the University, College, Unit, | Documents service to the University, College, or Unit | Documents impact of service commitments to the University, College, or Unit; Leadership in University, College, or Unit service |
| Service to the Profession | Documents service to the profession or discipline | Documents impact of service commitments to the profession or discipline; Leadership in professional service activities. |
| Service to the Community | Documents service to the community | Documents impact of service commitments to the community; Leadership in community service activities. |

*Documented impact may include recognition through awards for service.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in Service to the Program and satisfactory in one other criterion (Service to the University, College, Unit; Profession; Community).

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 3 out of 4 criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory; Failure to effectively and reliably participate in service at the level of the program, academic unit, college, university, profession, and/or community.

Conduct

Any conduct issues occurring during the evaluation period will be considered by the AUPAC and the AUH when determining the overall recommendation for promotion.

Faculty Teaching Evaluations

Faculty teaching evaluations (regardless of rank) are performed to assess the quality of instruction with the intent that all faculty members achieve excellence in the classroom. Within one week of completing a teaching observation, the individual completing the teaching observation will provide a copy of the evaluation with written and verbal feedback to the faculty member being evaluated, and provide the original to the AUH. See Appendix A. for Faculty Teaching Evaluation form. Feedback from others can help achieve that standard. Evaluations of teaching should be scheduled 2-3 weeks in

advance of the observation day. They should not be completed in the first week of classes, nor the last week of classes.

Faculty teaching evaluations will be performed at the following intervals (at a minimum):

1. First Year Faculty (All Newly Appointed Faculty):
 - a. Evaluated in the first semester of teaching by a faculty member within the same program (including Program Director) to ensure conduct and content appropriateness
 - b. Evaluated in the second semester of teaching by the AUH for the first year mid-year evaluation ([JMU Faculty Handbook III.E.3](#))
 - c. Evaluated in the second semester of teaching by one faculty member from a different program.
 - d. See [JMU Faculty Handbook III.E.3](#) for first year mid-year evaluation procedures and requirements.
2. Faculty with One-Year Appointments (Beyond Year 1):
 - a. Evaluated once per year by AUH
 - b. Evaluated once per year by one faculty member from a different program
3. Faculty at Assistant Professor or Lecturer Rank (Beyond Year 1 and Pre-Promotion):
 - a. Evaluated in year 3 by the AUH
 - b. Evaluated in year 3 by one faculty member from a different program
 - c. Evaluated in year 5 by the AUH
 - d. Evaluated in year 5 by one faculty member from a different program
4. Faculty at Associate Professor or Senior Lecturer rank:
 - a. Evaluated every 3 years by the AUH
 - b. Evaluated every 3 years by one faculty member from a different program
5. Faculty at Professor or Principal Lecturer Rank:
 - a. Every third year by AUH and one other faculty member from a different program

| | Peer Teaching Evaluation | AUH Teaching Evaluation | Comments |
|---|---------------------------------|--------------------------------|---|
| All First Year Faculty | First Semester | Second Semester | Ensure behavioral and content appropriateness |
| One-Year Appointments | Annually | Annually | |
| Assistant Professor or Lecturer Rank | Year 3 Year 5 | Year 3 Year 5 | Every other year until Promotion |
| Associate Professor or Senior Lecturer Rank | Every 3 years | Every 3 years | |

| | | | |
|--|---------------|---------------|--|
| Professor or Principal Lecturer Rank | Every 3 years | Every 3 years | |
|--|---------------|---------------|--|

Student Evaluation of Course Instruction

Feedback from students regarding faculty instruction of course instruction is an important point of feedback.

1. As the only official online course evaluation system for JMU, faculty are required to use the BLUE Online Course Evaluation system for course evaluations
2. Course evaluations must be collected each semester, for each course/section instructed (including summer courses)
3. Course evaluations will include the following five questions:
 - A. The instructor expressed clear expectations for my learning and performance.
 - B. The instructor explained course material clearly.
 - C. The instructor was well prepared for classes.
 - D. The course was intellectually challenging.
 - E. The format and learning experiences of the course enhanced my learning.
4. Individual faculty members may also add to their own questions to the course evaluation

Procedures for BLUE Evaluations

1. The standard evaluation period for full semester fall and spring courses starts approximately two-weeks prior to the start of final exams and closes at midnight before the first day of exams. Exceptions:
 - A. the length of evaluation periods is adjusted for block classes and other classes with a compressed schedule;
 - B. faculty can use the Date Select feature to restrict or lengthen the evaluation period as long as the adjusted period is within 10 days prior to the start of exams and the last day of exams.
2. As the course instructor, you will never send the course evaluation link to students. Students will automatically receive the link through a Blue system-generated email. This will also activate the link to each course evaluation in MyMadison.
3. Instructors should activate their Blue course evaluation links within Canvas. Once complete, students can also access the evaluations in MyMadison.
4. Evaluation Access:
 - A. After logging in to MyMadison, students can locate the evaluations under their "Student" tab, in the left-hand column, as a box called "Course Evaluations."
 - B. Similarly, faculty can locate it under their "Faculty" tab (called Course Evaluation) on the left-hand column within MyMadison.

Annual Evaluation Appeals Process

Faculty that wish to appeal the annual evaluation, faculty will follow the appeal process outlined in the [JMU Faculty Handbook III.E.4.G](#).

Before the AUH submits the official written evaluation to the dean, there must be an opportunity for the faculty member to review and appeal the evaluation to the AUPAC (as identified by the Department). The faculty member has a maximum of seven days following receipt of the official written evaluation to make the appeal in writing. Failure to file a timely written appeal will result in the evaluation being sent forward to the dean, and no further appeal rights are available.

Annual Meeting Conference and Final Submission

A preliminary written evaluation is to be given to each faculty member by the AUH, at which time an opportunity is presented for each faculty member to request a formal meeting with the AUH to discuss the annual evaluation. The preliminary evaluation must be given to the faculty member at least one day prior to the scheduled conference.

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

Declining to have an annual evaluation meeting does not indicate agreement or disagreement with the annual evaluation provided by the AUH.

The faculty member and the AUH must sign the final evaluation, and the AUH will send a copy of it to the dean by Oct. 28. If the faculty member does not sign the final evaluation, the AUH will forward it to the dean with a notation that the faculty member declined or failed to sign.

If the AUH's evaluation is not modified as recommended by the reviewing body, the dean will review the AUH's evaluation and the reviewing body's recommendations to determine whether the AUH's evaluation will be upheld or modified. The dean is not bound by the reviewing body's recommendations and may take any action on the evaluation they deem appropriate. The decision of the dean on the evaluation is final and is not subject to appeal.

Initial Evaluation

The initial evaluation within the Department will occur as described in the [JMU Faculty Handbook III.E.3](#).

The AUH will provide new faculty members 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.

First Year faculty in Health Professions will be Evaluated (using the standardized teaching evaluation form):

1. In the first semester of teaching by a faculty member within same program (which also includes the Program Director) to ensure conduct and content appropriateness.
2. In the second semester of teaching by the AUH.
3. In the second semester of teaching by one faculty member from a different program.

Initial Written Evaluation

The AUH will provide to each new faculty member a written initial evaluation within 14 days of the evaluation conference. The evaluation must state whether the faculty member's overall performance has been acceptable or unacceptable.

The written evaluation will be based on:

1. Observation of teaching completed by AUH
2. Observation of teaching completed by peer faculty
3. Review of student evaluations of course instruction from fall semester

Initial Conference

At the start of a new faculty member's second full semester, the AUH must schedule an evaluation conference with the faculty member. The conference provides an opportunity to discuss the faculty member's first semester performance and professional needs as perceived by both the faculty member and AUH.

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

The initial evaluation process must be completed by the end of the third week of the second full semester.

Adjunct & Part-Time Faculty Evaluation

Adjunct and part-time faculty will be evaluated annually, and will receive a written evaluation at least once per year, from the academic unit from which they are assigned.

Peer/Supervisor Observation of Course Instruction

Peer and/or supervisor observations of teaching will be completed during the initial semester of employment at JMU as a part-time faculty member, and will occur every other year by a faculty member of the program in which the part-time faculty is teaching. The Academic Unit Head will also complete an observation of the part-time faculty member every 3 years, or as requested (by the either program faculty or the part-time faculty member).

| | Peer Teaching Evaluation | AUH Teaching Evaluation | Comments |
|--------------------------------|---------------------------------|--------------------------------|---|
| Initial Semester of Employment | Program Faculty | As Requested/Needed | Ensure behavioral and content appropriateness |
| Subsequent Years of Employment | Every 2 Years | Every 3 Years | |

All part-time faculty will be evaluated regardless of the nature of the course, which includes didactic courses, internship/practicum/fieldwork courses, tutorials, and online courses.

Student Evaluation of Course Instruction

Feedback from students regarding faculty instruction of course instruction is an important point of feedback.

1. As the only official online course evaluation system for JMU, faculty are required to use the BLUE Online Course Evaluation system for course evaluations
2. Course evaluations must be collected each semester, for each course/section instructed (including summer courses)
3. Course evaluations for didactic courses, including online, will include the following five questions:
 - a. The instructor expressed clear expectations for my learning and performance.
 - b. The instructor explained course material clearly.
 - c. The instructor was well prepared for classes.
 - d. The course was intellectually challenging.
 - e. The format and learning experiences of the course enhanced my learning.
4. Course evaluations for internship, practicums, and fieldwork courses will include the following questions:
 - a. *The fieldwork/internship improved my interpersonal skills.*
 - b. *The fieldwork/internship improved my problem-solving skills.*
 - c. *The fieldwork/internship helped me develop a clearer understanding of professional responsibility in my discipline.*

- d. *The instructor encouraged me to reflect on my own performance during the fieldwork/internship.*
 - e. *The instructor provided timely feedback on graded work.*
 - f. *The instructor was available as needed if questions or problems arose.*
 - g. *The instructor conveyed clear expectations for all graded work.*
5. Individual faculty members may also add to their own questions to the course evaluation.

Teaching

The following will be included as components of criteria for evaluation of part-time faculty:

1. Peer/AUH Evaluation of Course Instruction
2. Student Evaluations of Course Instruction
3. Meeting Syllabi Standards (University and professional accreditation)

Satisfactory: Documented effectiveness in teaching through satisfactory peer and/or AUH evaluations of instruction, satisfactory student evaluation of instruction [overall mean score of 3.2 or higher out of 5.0], and syllabi meeting University and professional accreditation standards.

Excellent: Documented excellence in teaching through excellent peer and/or AUH evaluation of instruction, excellent student evaluations of instruction [overall mean score of 3.8 or higher out of 5.0], and syllabi meeting University and professional accreditation standards.

Unsatisfactory: Failure to document effectiveness in teaching through unsatisfactory peer and/or AUH evaluations that suggests limitations or shortcomings, unsatisfactory student evaluations of instruction [overall mean score lower than 3.2 out of 5.0], or syllabi not meeting University and professional accreditation standards.

Mid-Point Review

The process for mid-point review process outlined below applies to both instructional faculty in a tenure-track line and faculty in an RTA line. Instructional faculty in a tenure-track line are eligible for both tenure and promotion in academic rank; instructional in an RTA line are eligible for promotion in instructional rank. Thus, tenure and promotion will be listed as tenure/promotion to signify that applicable faculty would be submitting for the appropriate review based on their contract type.

The mid-point review process is a formative, not punitive, process that allows instructional faculty to receive feedback from the AUPAC and AUH regarding their progress toward tenure/promotion. All eligible instructional faculty will participate in the mid-point review process (typically occurring during year 3). Results of the mid-point review will be shared with participating faculty, but are not required to be included in the tenure/promotion dossier.

Assuming a standard hiring date of the fall semester, faculty members will formally submit the to the AUH and AUPAC chairperson by February 15. An earlier review will be arranged for those with a shortened tenure/promotion clock, whereas mid-point review may be delayed if the review year has been deferred due to unforeseen circumstances.

Guidance will be provided to all faculty completing their mid-point review from the Academic Unit Head and AUPAC members. During the fall semester of the year in which the mid-point will occur, the AUH and AUPAC members will meet with respective faculty to provide guidance on completing the standard College of Health and Behavioral Studies dossier. The AUH and AUPAC developed a dossier template, including all pertinent components of the dossier to be reviewed, as well as suggestions to consider when developing supporting narratives and examples of supporting documentation.

Promotion from associate to professor will not require mid-promotion review unless requested.

Mid-Point Expectations for Teaching: Documented effectiveness in teaching is related to a comprehensive evaluation of continuous growth and improvement, consistent satisfactory evaluations, alignment of course content to accreditation standards, no serious limitations or shortcomings, consistent fulfillment of role assignments, and a plan to obtain excellence in teaching.

Mid-Point Expectations for Scholarship: Evidence of a scholarly agenda; evidence of an average of one scholarly product per year with a future scholarship plan.

Mid-Point Expectations for Service: Documented evidence of an average of one service activity annually with a plan to participate in service at levels of college, university, profession, and/or community.

Mid-Point review is an important mechanism for providing faculty with an evaluation of progress and development during the early stages of their careers. It provides a platform for peers to offer guidance and feedback to aid their peers in advancing in their academic careers.

Faculty Responsibilities

The faculty member will complete a mid-point review by submitting a completed CHBS dossier (found [here](#)) using the evaluation criteria outlined in the Department of Health Professions Tenure and Promotion Evaluation, minus the letters of recommendation. The faculty member should take into consideration that this is a formative, not a summative report. The faculty will follow the same deadlines as stated in the University Faculty Handbook, [III.E.6.b.\(1\)](#).

AUH and AUPAC Responsibilities & Support

The AUPAC and AUH have collaboratively developed a Department of Health Professions Dossier template for faculty to use when developing their dossier for mid-point review. The Health Professions template will be provided by the AUPAC Chairperson or AUH to eligible faculty. The Health Professions dossier template includes pertinent information and prompts for faculty to consider when developing their dossier for mid-point review in all three areas of review: teaching, scholarship and professional development, and service.

The AUPAC Chairperson and/or AUH will also host an informational session for faculty completing the mid-point review. Attendance at this session is not mandatory, it is provided as an opportunity to meet with the AUPAC Chairperson and AUH to answer any questions about the mid-point process and expectations for submitting the dossier.

The AUH and AUPAC will review the submitted mid-point review and provide a teaching observation. The AUH and AUPAC will separately complete a mid-point evaluation report.

The mid-point evaluation report from the AUH and AUPAC should provide descriptive and evaluative statements on (1) teaching; (2) scholarship and professional development; (3) professional service, and (4) conduct. Each section should note both strengths and area(s) where improvements are needed, and make recommendations aimed at advising the faculty member on the progress that should be made during the pre-tenure/promotion period and any strategies for making that progress. A concluding summary section should briefly review the expectations the department has for successful faculty for tenure/promotion and highlight the specific recommendations for the faculty member's continuing career development in advance of tenure review. The report should be drafted on behalf of the Health Professions AUPAC, not as the particular views of the committee members. At least one teaching observation should be included as part of the department's report.

The mid-point evaluation report from the AUH and AUPAC will be discussed at separate meetings with the faculty member.

Promotion and Tenure Evaluation

Tenure-Track/RTA: Assistant/Associate/Professor Rank

Overview: Faculty members should use this document to align their productivity with the Faculty Anticipated Activity Plan (FAAP) and Annual Evaluation. These reports will feed into the tenure and promotion dossiers. The AUPAC and AUH will use these criteria when reviewing faculty dossiers and making recommendations. It is the responsibility of the faculty member to provide evidence in their annual evaluation and tenure and promotion dossier that fully documents and demonstrates each contribution.

Promotion Standards: Promotion is defined as advancement in rank. Please review III.E.6 in the University faculty handbook for promotion guidance. The following are the required performance criteria for the Department of Health Professions.

Assistant Professor: At least satisfactory ratings in all areas are required for promotion to assistant professor.

Associate Professor: An excellent rating in teaching and at least satisfactory ratings in scholarship and service are required for promotion to associate professor. In the event a faculty member's load is not predominantly teaching, an excellent must be earned in their highest weighted performance area.

Professor: An excellent rating in teaching and one additional area and at least a satisfactory in the third area are required for promotion to professor. In the event a faculty member's load is not predominantly teaching, an excellent must be earned in their highest weighted performance area.

Tenure Standards: "Tenure is intended to protect academic freedom, provide a reasonable measure of employment security and enable the university to retain a permanent instructional faculty of distinction." Please review III.E.7 in the University Faculty Handbook for tenure guidance.

"The award of tenure is based on the qualifications, performance and conduct of individual faculty members and the long-term needs, objectives and missions of the academic unit, college and university. To be awarded tenure, the faculty member must meet performance and conduct standards required for promotion to associate professor and should enhance the academic environment of the academic unit and the university."

Early Decisions

A faculty member in rank in the Department of Health Professions may request an early tenure and/or promotion review prior to mandatory review or contractual review date. Approval of a request for an early decision by the AUH and the AUPAC is highly unusual.

Procedures and Criteria for Approval to Pursue an Early Decision:

The faculty member requesting an early decision must present in writing, evidence that is indicative of ratings EXCEEDING the criteria for excellence in ALL areas of evaluation. This request for consideration for an early review beginning September 1st of a given year must be submitted to the AUH and the AUPAC at least 6 months prior to the September 1st date.

The AUH and AUPAC must approve the request to submit materials for an early decision. Permission to submit materials for early promotion and/or tenure should not be assumed to be support for the granting of tenure or promotion.

Evaluation of Teaching

In keeping with the criteria set forth by the faculty handbook, the evaluation of teaching performance will include self-evaluation, evaluations by peers and AUHs, and student evaluations. Faculty *are required* to give students the opportunity to evaluate each course in the teaching load, and to submit all student evaluations for review with the understanding that student evaluations provide a platform for analysis and reflection about development within the scope of review. Faculty must submit course evaluations for all of the courses taught annually. A table consisting of courses taught, credit hours, students served, and student evaluations should be included [Table 1]. Consideration of teaching effectiveness will also reflect a faculty member's commitment to student advising and engaged learning opportunities. Teaching roles and responsibilities may include lecturing, leading a seminar, supervising research or clinical work, advising, and/or mentoring. Faculty should reflect on innovations and high impact practices [Kuh, 2008 access <https://www.aacu.org/leap/hips>] in teaching as evidenced by development of new course work and variations in teaching methodology. Teaching is identified as a faculty member's primary responsibility, and excellence in teaching is a primary goal.

Following is the list of criteria for evaluation:

1. Self-Reflection of Teaching Progression/Development (Based upon a variety of perspectives, explain the effectiveness of teaching methods and innovations; Integrates connection of Teaching Philosophy and/or Advising Philosophy into reflection)
2. Student Evaluations of Course Instruction
3. Peer/AUH Evaluation of Course Instruction
4. Engaged Learning, Community Engagement, and/or Civic Engagement
5. Professional Development or Innovation in Pedagogy
6. Advising Activity
7. Mentoring of Student Scholarship (Theses/Projects/Honor's)
8. Syllabi Standards (*University and professional accreditation*)

Faculty who hold other assigned roles (e.g., clinical coordinator, program director, medical director, administrative assignments) should document their roles here. Evidence of effectiveness should include a summary of duties, a philosophy statement, self-reflection, and role accomplishments.

Rating of Teaching Evaluation

For the evaluation teaching, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent:

| Criterion | Satisfactory Rating | Excellent Rating* |
|--|--|--|
| Self-Reflection | Documents strengths and areas of improvement | Documents strengths, areas of improvement, responsiveness to feedback (student, peer, AUH), continuous quality improvement |
| Student Evaluations | Satisfactory scores on BLUE evaluations (mean scores of 3.2 or above in overall instructor rating per semester [Instructor NAR]) | Consistently high scores on BLUE evaluations (mean scores of 4.0 or higher in overall instructor rating per semester [Instructor NAR]); Responsive and reactive to trends in quantitative scores and qualitative comments; Documents improvement over time |
| Peer/AUH Evaluations | "Meets expectations" in all areas | "Exceeds expectations" in at least 10 (of 18) areas and "meets expectations" in the remaining areas. |
| Engaged Learning, Community Engagement, Civic Engagement | Documents engagement: at least 1 engaged learning activity per course | Documents impact of high-quality engagement on student learning: 2 or more engaged learning activities per course; Emphasizes application and synthesis |
| Professional Development or Innovation in Pedagogy | Participates in at least 1 professional development activity for teaching annually | Documents impact of 2 or more professional development activities for teaching annually; Documents impact of sustained teaching innovation on student learning |
| Academic and/or Professional Advising | Documents student advising activities | Documents impact of sustained, high quality advising |
| Mentoring of Student Scholarship | Documents student mentoring activities (e.g., student research, theses, capstones, class assignments, etc.) | Documents impact of sustained, high-quality student mentoring (e.g., student research, theses, capstones, class assignments, etc.) |
| Syllabi Standards | Meets University and Accreditation Standards for each course syllabus | Documents alignment of course objectives, teaching activities, and assessment |

| | | |
|--|--|----------------------------------|
| | | methods for each course syllabus |
|--|--|----------------------------------|

*Documented impact may include recognition through awards for teaching.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in 7 of 8 criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 6 of 8 criterion.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Comprehensive evaluation suggests serious limitations or shortcomings.

Table 1.

| Courses: Names & Numbers: | Semester | Overall Instructor Rating (Instructor NAR) |
|---|----------|--|
| HTH 200: Introduction to Health Professions HTH 656: Clinical/ Practicum | F18 | 3.85 |
| ATEP 205: Introduction to Athletic Training ATEP 613: Clinical Applications of Human Functional Anat | S19 | 3.90 |
| Overall Mean Instructor Rating | | |

Evaluation of Scholarship and Professional Development

Within the Department, scholarship is defined as maintaining currency in one's field and the process of development, implementation, and progression along a scholarly agenda. The Boyer's Model of Scholarship is used as a construct to recognize that scholarship includes work focused on discovery, integration, teaching and learning, application, engagement, and practice [Boyer, 1990 <https://files.eric.ed.gov/fulltext/ED326149.pdf>]. It may involve direct mentorship with students completing research and/or capstone research or projects leading to dissemination. Scholarly products include any peer reviewed document or activity that contributes to the faculty member's field of expertise or to the academy at the local, state, regional, or national level. Dissemination of work may also occur within a classroom, laboratory, an online/hybrid environment, or within a community or clinical setting.

Faculty members' research/scholarship/professional development will likely be highly varied and take many forms. The presentation of work should demonstrate an alignment of activities to a scholarly agenda. It is expected that all scholarly activity is performed within professional and scientific ethical guidelines.

Evidence of Scholarly Products to Support Scholarly Agenda (*not limited to*):

1. Evidence-based research reports (e.g., systematic review, meta-analyses, evidence-based review, etc.)
2. Peer-reviewed manuscripts or whitepapers
3. Peer-reviewed abstracts (online or in print)

4. Peer-reviewed or invited presentations or dissemination of work
5. Books or chapters in books
6. Creative works (e.g., videos, etc.)
7. Internal and external grants
8. Clinical reviews, case studies, case reports
9. Clinical grand rounds
10. Clinical practice outcomes
11. Facilitating continuing education or continuing medical education training/workshops
12. Curricular assessment and outcomes
13. Major accreditation documents

Rating of Scholarship & Professional Development Evaluation

For each of the evaluation scholarship and professional development, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent.

| Criterion | Satisfactory Rating | Excellent Rating* |
|--------------------------|--|--|
| Scholarship | Documents scholarly agenda; 1 scholarly product annually | Documents scholarly agenda; 2 or more scholarly products annually with any combination of three peer-reviewed publications and/or securing substantial grant funding per discipline; Documents impact of scholarship to the body of knowledge. |
| Professional Development | Participates in professional development relevant to own discipline annually | Documents impact of professional development activities relevant to own discipline annually |

*Documented impact may include recognition through awards for scholarship.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in each criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in both criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Unethical scholarship practices.

Evaluation of Professional Service

The primary purpose of service is to contribute professional expertise in ways that support both the internal and external functioning of the university. Professional service includes committee and leadership activities at *multiple levels* including activities that:

1. advance the mission of the *university, college, academic unit, and/or program*;
2. advance one's *profession*; or
3. benefit the greater *community*.

Organization membership or affiliation alone does not constitute service. In addition, activities for which a faculty member is compensated does not qualify as service.

Rating of Service Evaluation

For each of the professional service, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent.

| Criterion | Satisfactory Rating | Excellent Rating* |
|---|--|---|
| Service to the Program | Effectively and reliably assuming one's "fair share" of the tasks required to support the operation of the program | Documents impact of sustained service commitments supporting operation of program; Leadership in program activities. |
| Service to the University, College, Unit, | Documents service to the University, College, or Unit | Documents impact of sustained service commitments to the University, College, or Unit; Leadership in University, College, or Unit service |
| Service to the Profession | Documents service to the profession or discipline | Documents impact of sustained service commitments to the profession or discipline; Leadership in professional service activities. |
| Service to the Community | Documents service to the community | Documents impact of sustained service commitments to the community; Leadership in community service activities. |

*Documented impact may include recognition through awards for service.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in Service to the Program and satisfactory in one other criterion (Service to the University, College, Unit; Profession; Community).

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 3 out of 4 criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory; Failure to effectively and reliably participate in service at the level of the program, academic unit, college, university, profession, and/or community.

Conduct

Any conduct issues occurring during the evaluation period will be considered by the AUPAC and the AUH when determining the overall recommendation for promotion.

RTA: Lecturer/Senior/Principal Lecturer Rank

Descriptions of Ranks:

Lecturer

Appointments at the rank of lecturer are often made for instructional faculty in a RTA appointment. Individuals at a lecturer rank normally carries teaching and service responsibilities (scholarship and professional practice as appropriate) and a graduate degree, normally in a relevant discipline.

Senior Lecturer

In addition to the requirements for lecturer, appointment at the rank of senior lecturer is contingent upon substantial professional achievements, evidenced by an appropriate combination of teaching, service, scholarship/professional practice (as appropriate) as established by the academic unit.

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 an appropriate combination of teaching, service, and scholarship/professional practice (as appropriate) as established by the academic unit.

Eligibility for & Evaluation of Promotion

The same criteria for years in rank are required for consideration of promotion within the Lecturer Ranks: 5 years at previous rank before eligibility in applying for promotion.

An evaluation of Excellent in performance area of Teaching is required for promotion to the rank of Senior Lecturer, with an evaluation of satisfactory in the other area(s). An evaluation of Excellent in the performance area of Teaching AND either Professional Service OR Scholarship and Professional Development are required for promotion to the rank of Principal Lecturer, with an evaluation of satisfactory in the other area (as appropriate).

AUPAC composition for consideration of promotion for faculty at the rank of Lecturer will not require a separate committee, however, representation on the committee is necessary when making recommendations about promotion at the appropriate rank. The AUPAC will look externally to other departments for AUPAC members at the rank of Senior Lecturer and Principal Lecturer to make promotion recommendations until the Department of Health Professions has adequate faculty members at the appropriate rank to serve in this capacity.

Evaluation of Teaching

In keeping with the criteria set forth by the faculty handbook, the evaluation of teaching performance will include self-evaluation, evaluations by peers and AUHs, and student evaluations. Faculty *are required* to give students the opportunity to evaluate each course in the teaching load, and to submit all student evaluations for review with the understanding that student evaluations provide a platform for analysis and reflection

about development within the scope of review. Faculty must submit course evaluations for all of the courses taught annually. A table consisting of courses taught, credit hours, students served, and student evaluations should be included [Table 1]. Consideration of teaching effectiveness will also reflect a faculty member's commitment to student advising and engaged learning opportunities. Teaching roles and responsibilities may include lecturing, leading a seminar, supervising research or clinical work, advising, and/or mentoring. Faculty should reflect on innovations and high impact practices [Kuh, 2008 access <https://www.aacu.org/leap/hips>] in teaching as evidenced by development of new course work and variations in teaching methodology. Teaching is identified as a faculty member's primary responsibility, and excellence in teaching is a primary goal.

Following is the list of criteria for evaluation:

1. Self-Reflection of Teaching Progression/Development (Based upon a variety of perspectives, explain the effectiveness of teaching methods and innovations; Integrates connection of Teaching Philosophy and/or Advising Philosophy into reflection)
2. Student Evaluations of Course Instruction
3. Peer/AUH Evaluation of Course Instruction
4. Engaged Learning, Community Engagement, and/or Civic Engagement
5. Professional Development or Innovation in Pedagogy
6. Advising Activity
7. Mentoring of Student Scholarship (Theses/Projects/Honor's)
8. Syllabi Standards (*University and professional accreditation*)

Faculty who hold other assigned roles (e.g., clinical coordinator, program director, medical director, administrative assignments) should document their roles here. Evidence of effectiveness should include a summary of duties, a philosophy statement, self-reflection, and role accomplishments.

Rating of Teaching Evaluation

For the evaluation teaching, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent:

| Criterion | Satisfactory Rating | Excellent Rating* |
|---------------------|--|--|
| Self-Reflection | Documents strengths and areas of improvement | Documents strengths, areas of improvement, responsiveness to feedback (student, peer, AUH), continuous quality improvement |
| Student Evaluations | Satisfactory scores on BLUE evaluations (mean scores of 3.2 or above in overall instructor rating per semester [Instructor NAR]) | Consistently high scores on BLUE evaluations (mean scores of 4.0 or higher in overall instructor rating per semester [Instructor NAR]); Responsive and reactive to trends in quantitative scores |

| | | |
|--|---|---|
| | | and qualitative comments; Documents improvement over time |
| Peer/AUH Evaluations | "Meets expectations" in all areas | "Exceeds expectations" in at least 10 (of 18) areas and "meets expectations" in the remaining areas. |
| Engaged Learning, Community Engagement, Civic Engagement | Documents engagement: at least 1 engaged learning activity per course | Documents impact of high-quality engagement on student learning: 2 or more engaged learning activities per course; Emphasizes application and synthesis |
| Professional Development or Innovation in Pedagogy | Participates in at least 1 professional development activity for teaching annually | Documents impact of 2 or more professional development activities for teaching annually; Documents impact of sustained teaching innovation on student learning |
| Academic and/or Professional Advising | Documents student advising activities | Documents impact of sustained, high quality advising |
| Mentoring of Student Scholarship | Documents student mentoring activities (e.g., student research, theses, capstones, class assignments, etc.) | Documents impact of sustained, high-quality student mentoring (e.g., student research, theses, capstones, class assignments, etc.) |
| Syllabi Standards | Meets University and Accreditation Standards for each course syllabus | Documents alignment of course objectives, teaching activities, and assessment methods for each course syllabus |

*Documented impact may include recognition through awards for teaching.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in 7 of 8 criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 6 of 8 criterion.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Comprehensive evaluation suggests serious limitations or shortcomings.

Table 1.

| Course Name & Number: | Credit Hours | Semester | Students Enrolled | Overall Instructor Rating (Instructor NAR) |
|---|--------------|----------|-------------------|--|
| EX. HTH 200: Introduction to Health Professions | 3 | F18 | 75 | 3.85 |
| EX. HTH 656: Clinical/ Practicum | 2 | S19 | 16 | 3.90 |
| Overall Mean Instructor Rating | | | | |

Evaluation of Scholarship and Professional Development (if applicable)

Within the Department, scholarship is defined as maintaining currency in one’s field and the process of development, implementation, and progression along a scholarly agenda. The Boyer’s Model of Scholarship is used as a construct to recognize that scholarship includes work focused on discovery, integration, teaching and learning, application, engagement, and practice [Boyer, 1990 <https://files.eric.ed.gov/fulltext/ED326149.pdf>]. It may involve direct mentorship with students completing research and/or capstone research or projects leading to dissemination. Scholarly products include any peer reviewed document or activity that contributes to the faculty member’s field of expertise or to the academy at the local, state, regional, or national level. Dissemination of work may also occur within a classroom, laboratory, an online/hybrid environment, or within a community or clinical setting.

Faculty members’ research/scholarship/professional development will likely be highly varied and take many forms. The presentation of work should demonstrate an alignment of activities to a scholarly agenda. It is expected that all scholarly activity is performed within professional and scientific ethical guidelines.

Evidence of Scholarly Products to Support Scholarly Agenda (*not limited to*):

1. Evidence-based research reports (e.g., systematic review, meta-analyses, evidence-based review, etc.)
2. Peer-reviewed manuscripts or whitepapers
3. Peer-reviewed abstracts (online or in print)
4. Peer-reviewed or invited presentations or dissemination of work
5. Books or chapters in books
6. Creative works (e.g., videos, etc.)
7. Internal and external grants
8. Clinical reviews, case studies, case reports
9. Clinical grand rounds
10. Clinical practice outcomes
11. Facilitating continuing education or continuing medical education training/workshops
12. Curricular assessment and outcomes
13. Major accreditation documents

Rating of Scholarship & Professional Development Evaluation

For each of the evaluation scholarship and professional development, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent (if applicable).

| Criterion | Satisfactory Rating | Excellent Rating* |
|--------------------------|--|---|
| Scholarship | Documents scholarly dissemination at the local or state level | Documents scholarly dissemination at the regional or national level. |
| Professional Development | Participates in professional development relevant to own discipline annually | Documents impact of professional development activities relevant to own discipline annually |

*Documented impact may include recognition through awards for scholarship.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in each criterion.

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in both criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory in any criterion; Unethical scholarship practices.

Evaluation of Professional Service

The primary purpose of service is to contribute professional expertise in ways that support both the internal and external functioning of the university. Professional service includes committee and leadership activities at *multiple levels* including activities that:

1. advance the mission of the *university, college, academic unit, and/or program*;
2. advance one's *profession*; or
3. benefit the greater *community*.

Organization membership or affiliation alone does not constitute service. In addition, activities for which a faculty member is compensated does not qualify as service.

Rating of Service Evaluation

For each of the professional service, faculty will provide documentation for each criterion, the following serve as standards of achieving a rating of satisfactory or excellent.

| Criterion | Satisfactory Rating | Excellent Rating* |
|------------------------|--|--|
| Service to the Program | Effectively and reliably assuming one's "fair share" of the tasks required to support the operation of the program | Documents impact of sustained service commitments supporting operation of program; |

| | | |
|---|---|---|
| | | Leadership in program activities. |
| Service to the University, College, Unit, | Documents service to the University, College, or Unit | Documents impact of sustained service commitments to the University, College, or Unit; Leadership in University, College, or Unit service |
| Service to the Profession | Documents service to the profession or discipline | Documents impact of sustained service commitments to the profession or discipline; Leadership in professional service activities. |
| Service to the Community | Documents service to the community | Documents impact of sustained service commitments to the community; Leadership in community service activities. |

*Documented impact may include recognition through awards for service.

Satisfactory: To be rated as *Satisfactory*, faculty must have earned a minimum rating of satisfactory in Service to the Program and satisfactory in one other criterion (Service to the University, College, Unit; Profession; Community).

Excellent: To be rated as *Excellent*, faculty must have earned a rating of excellent in 3 out of 4 criteria.

Unsatisfactory: To be rated as *Unsatisfactory*, faculty must not meet the rating of satisfactory; Failure to effectively and reliably participate in service at the level of the program, academic unit, college, university, profession, and/or community.

Conduct

Any conduct issues occurring during the evaluation period will be considered by the AUPAC and the AUH when determining the overall recommendation for promotion.

Promotion and Tenure Appeal Processes

If a faculty member is not recommended for promotion in academic rank, the appeal is only appealable upon the second denial of promotion. The appeals process for appealing a denial of promotion in rank will follow the process outlined in the Faculty Handbook sections [III.E.6.B.10](#) and [III.E.6.B.11](#).

If a faculty member is denied tenure, the appeals process for appealing a denial in tenure will follow the process outlined in the Faculty Handbook sections [III.E.7.F.\(9\)](#) and [III.E.7.F.10](#).

Academic Unit Personnel Advisory Committee

Each academic unit shall have a personnel advisory committee (AUPAC). The committee advises the AUH and makes recommendations on personnel matters within the academic unit. The AUPAC is responsible to the academic unit faculty and to the AUH for conducting its functions, and the dean shall provide oversight of the work of the AUPAC to determine if it has followed appropriate procedures.

Academic Unit Personnel Advisory Committee Alignment

A. Purpose.

The purpose of the Academic Unit Personnel Advisory Committee (AUPAC) is to:

1. Advise the Academic Unit Head (AUH) on personnel matters at the academic unit level. These include:
 - a. First-year faculty initial review
 - b. Promotion review
 - c. Tenure review
 - d. Mid-probationary tenure review
2. Serve as an appeal body for evaluations

B. Composition.

1. All full-time faculty members in the Department of Health Professions are eligible to serve on AUPAC with the following exceptions:
 - a. Faculty members with less than two years of service with the University as a full-time faculty member
 - b. One-year contract faculty are not eligible to serve on the Committee.
 - c. The AUH is not eligible to serve on the Committee.
2. The Committee will consist of:
 - a. at least five faculty members
 - b. one representative from each program
 - c. three tenured and two untenured faculty

C. Selection.

1. The Health Professions faculty at large will elect the Committee.
 - a. The AUPAC Chair will facilitate elections in April of each year, with resulting committee membership effective September 1 of the following year. The AUPAC Chair will seek nominations, including self-nominations, for five committee members plus two alternates. Nomination ballots will include tenured and nontenured nominees. At least one week in advance of the scheduled election, the Chair will communicate to department faculty the ballot of nominees.
 - b. Separate votes will be held for tenured and nontenured committee members. The candidates who receive the most votes will be elected as the five committee members, plus two alternates. The Chair will communicate the results of the election to department faculty.

2. If a membership position is vacated during an academic year, a special election will be conducted to elect a replacement to serve out the term of the vacating member.

D. Term of Service.

1. Terms of committee membership begin and end on September 1st.
2. Members are elected for staggered three-year terms.
3. Members may be elected for no more than one consecutive three-year term. Members may be reelected after a one-year absence from the committee.

E. Conflict of Interest.

1. Members may be recused for a number of reasons (e.g., medical leave, educational leave, conflict of interest). Recusals may be for an entire academic year or limited to certain actions.
2. Committee members with a vested interest (e.g., spouse) in a recommendation shall recuse themselves during consideration of and voting on a recommendation.
3. If a standing AUPAC committee member is applying for promotion and/or tenure during their term of service on AUPAC, the member will be recused during the academic year of their review. An alternate will complete the academic year.

F. Chair and Chair-Elect.

1. The responsibilities of the Chair include the following:
 - a. Conducting meetings, deliberations, and voting
 - b. Reporting the results of voting to appropriate parties as specified in the JMU Faculty Handbook.
2. During its first meeting of the academic year, the committee shall elect a chair-elect from its members for a term of one year. The Chair-elect works closely with the Chair during this one-year term and then automatically moves to the committee Chair position the following year.

G. Involuntary Recusal of Committee Members.

1. If a member of the Committee is concerned that another member demonstrates inadequacy, incompetence, breaking confidentiality, and/or other forms of impropriety then he or she may request a meeting with the AUPAC Chair to review and discuss the issue.
2. The Committee member who expressed the original concern must provide evidence of the inappropriate behavior and must ask the AUPAC Chair to activate the review process.
3. The AUPAC Chair convenes the AUPAC to discuss the merits of the charges and to hear and respond from the accused member. A vote will be made to determine if removal of the AUPAC member is warranted. The accused member is not permitted to participate in the vote.
4. A majority vote of the AUPAC Committee membership in attendance (a quorum must be present) is required to recuse the member in question.

5. AUPAC Chair presents the Committee's recommendation to the AUH regarding the removal of the AUPAC member. Written notification will also be sent to the recused AUPAC member.
6. The recused member may appeal to the Dean for further review within 10 business days of notification from the AUPAC Chair.

H. Quorum.

1. For promotion and tenure deliberations, a quorum exists when three committee members are present. At least two of those present must be tenured members.

I. Voting.

1. For promotion and tenure decisions, each committee member present has one vote. No member may vote in absentia. Voting on AUPAC recommendations is by written ballot.
2. All AUPAC members holding a rank equal to or greater than the rank for which the candidate has applied will cast promotion votes.
 - a. Associate and full professors are permitted to vote on promotion decisions for promotions to associate professor.
 - b. Full professors are permitted to vote on promotion decisions for promotion to full professor.
 - c. All AUPAC members can participate in the discussion and deliberations regarding promotion decisions.
3. Only tenured faculty may vote on tenure decisions. All AUPAC members can participate in the discussion and deliberations regarding tenure decisions.
4. For tenure and promotion decisions, if the elected Committee composition is not met with faculty within the academic unit, the Dean, in consultation with the AUH, will appoint members from an outside academic unit within the College of Health and Behavioral Studies.

Merit Pay Guidelines

Each faculty member in Health Professions is evaluated annually for overall performance. JMU Faculty Handbook Section III.E.4 indicates that the annual evaluation shall consider the performance of the faculty member both within and outside of the academic unit in the areas of teaching, scholarly achievement and professional qualifications, and professional service. Overall performance is evaluated as either *Acceptable* or *Unacceptable*. Each performance area is evaluated as *Excellent*, *Satisfactory*, or *Unsatisfactory*. The rating from each performance within annual evaluation by the faculty and their subsequent ratings for the annual evaluation will be used to determine merit.

The following guidelines will be implemented in determining the merit distribution. The process uses the annual evaluation ratings and agreed weightings from each performance area to determine the amount of merit increase. Each year, faculty members and the Academic Unit Head (AUH) will agree upon load weightings in each of the three performance areas, highlighted on the Faculty Anticipated Activity Plan (FAAP).

Merit Guidelines:

1. To be eligible for merit, a faculty member must have been fulltime instructional faculty at JMU for a minimum of three years.
2. To be eligible for merit, a faculty member must have been rated as overall “acceptable” on the annual evaluation of merit year.
3. A faculty member’s merit score is computed by multiplying the weighting of each of the three performance areas by their annual evaluation ratings from the year of merit (excellent = 5, satisfactory = 3, unsatisfactory = 0), then summing the three products.

Example of computed merit scoring:

| Faculty Member | Weightings/ Evaluation | Teaching | Scholarly Achievement | Professional Qualifications, and Professional Service | Total |
|----------------|---------------------------|---------------|--------------------------|---|------------|
| Faculty 1 | <i>Weightings</i> | 60% | 30% | 10% | |
| | <i>Evaluation</i> | Excellent (5) | Satisfactory (3) | Excellent (5) | 4.4 |
| Faculty 2 | <i>Weightings</i> | 80% | 10% | 10% | |
| | <i>Evaluation</i> | Excellent (5) | Excellent (5) | Satisfactory (3) | 4.8 |
| Faculty 3 | <i>Weightings</i> | 60% | 30% | 10% | |
| | <i>Evaluation</i> | Excellent (5) | Satisfactory (3) | Satisfactory (3) | 4.2 |
| Faculty 4 | <i>Weightings</i> | 60% | 10% | 30% | |
| | <i>Evaluation</i> | Excellent (5) | Unsatisfactory (0) | Satisfactory (3) | 3.9 |

All faculty members that are eligible for merit will be ranked by total score from high to low. Faculty total scores will be grouped, by the AUH, into quartiles. Merit monies will be distributed based on quartile groupings, with the higher quartiles receiving a higher percentage of the merit monies as determined by the AUH.

Appendix A. Faculty Evaluation of Teaching Form

**James Madison University
Department of Health Professions
Faculty Evaluation of Teaching**

Faculty: _____

Date: _____ Course: _____ Classroom: _____

| | Exceeds Expectations | Meets Expectations | Below Expectations | Not Observed |
|--|-------------------------|-----------------------|-----------------------|-----------------|
| Content Knowledge and Presentation | | | | |
| Demonstrates knowledge and understanding of subject matter | | | | |
| Uses evidence and current information: ideas and research | | | | |
| Integrates current materials with previous and future topics | | | | |
| Compares and contrasts different viewpoints | | | | |
| Connects to clinical practice and application | | | | |
| Delivery of Content | | | | |
| Provides multiple examples and explanations | | | | |
| Answers questions and engages students | | | | |
| Provides appropriate feedback | | | | |
| Encourages student reflection/thought processing | | | | |
| Engages students in activities | | | | |
| Facilitates classroom discussion | | | | |
| Shows enthusiasm for content | | | | |
| Uses appropriate clarity, volume and tone | | | | |
| Student Engagement and Classroom Management | | | | |
| Ensures student understanding | | | | |
| Uses appropriate questioning techniques | | | | |
| Developed rapport with students | | | | |
| Maintains environment conducive to learning | | | | |
| Appreciates and encourages alternative view points | | | | |
| Comments: | | | | |
| • | | | | |

| |
|--------|
| • • |
|--------|

Faculty Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____