

Department of Health Sciences

Evaluation and Procedures

Approved: 2024

Department of Health Sciences Faculty Handbook 2022-2023

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POLICY 01: RESPONSIBILITIES, FACULTY CONDUCT, WORK LOADS, OFFICE HOURS

1.1 Responsibilities

In addition to all of the rules and regulations detailed in the JMU Faculty Handbook and University Policies, the following rules apply to all full-time Health Sciences faculty members.

1.2 Faculty Conduct

A faculty member who engages in conduct incompatible with the responsibilities of faculty membership as provided in this handbook or elsewhere in the written policies and practices of the university may be subject to sanctions, up to and including dismissal. Faculty misconduct can take many forms, including but not limited to the following ([III.A.25.a, JMU Faculty Handbook](#)):

- a. Academic dishonesty
- b. Violation of academic or professional ethics
- c. Incompetence
- d. Disregard or failure to fulfill academic responsibilities
- e. Moral turpitude
- f. Harassment
- g. Felonious criminal act

1.3 Academic Responsibilities

A faculty member's right to exercise academic freedom carries with it concomitant responsibilities. These responsibilities are owed to students, colleagues, the scholarly community and the institution. Failure to live up to these responsibilities carries with it the possibility of sanctions, up to and including dismissal. An illustrative list of the responsibilities of a faculty member is available in the JMU Faculty Handbook, but it is not exhaustive. Some items are closely tied to the exercise of academic freedom and others derive from the employment of the faculty member at the university. ([III.A.2.b, JMU Faculty Handbook](#))

1.4 Workload

“Most instructional faculty appointments are for the academic year. Academic year appointments entail duties that are approximately nine months in length, starting two weeks prior to the first day of classes in the fall and ending two weeks following commencement in the spring. During periods of the academic year when the university is not in session, faculty members are expected to fulfill their professional responsibilities as appropriate to their position.” ([III.D.2.a, JMU Faculty Handbook](#)).

To review all types of faculty leave along with the stipulations, please review [University Policy 1338](#). All faculty members are expected to work a minimum of 40 hours per week, within the guidelines of their appointment, for JMU.

Approved by faculty vote of 12 yes: 4 no: 1 abstain on 4-8-22

1.4 Workload (add the following):

1.4.1 Workload Weightings:

Faculty members at the rank of instructor or lecturer are weighted 90% teaching (5:5 load), 5% scholarly achievement and professional qualifications, and 5% service. All other faculty members are weighted 75% in teaching (4:4 load), 10% in scholarly achievement and professional qualifications, and 15% in service. Atypical situations adjusting the weighting may be negotiated with the AUH with notification to AUPAC.

Any alternative weighting distributions must be approved by the AUH and will require adjustments to outcome expectations.

1. This includes cases such as 12-month appointments, approved leaves, grant or service buy-outs, extenuating circumstances, etc. A written agreement approving alternative weightings and evaluation criteria must be placed in the faculty member's permanent file. This document must include specific criteria for meeting satisfactory and excellent ratings for annual evaluation and tenure and promotion in the areas specified.
2. The AUH will use this adjusted weighting agreement in their deliberations concerning annual evaluations. The faculty member is required to submit the agreement with any materials to be used by the AUPAC for mid-tenure, tenure and/or promotion reviews.

1.5 Office Hours

Each faculty member is responsible for being accessible and responsive to students, including maintaining office hours as scheduled in accordance with the policies of the academic unit ([III.A.2.b.\(13\), JMU Faculty Handbook](#)). These hours should be staggered from day to day to accommodate students and other faculty members. The Department requires a minimum of three (3) hours to be held each week, staggered across days of the week and times of the day. A schedule of office hours shall be posted and carefully followed to avoid confusing and discouraging students who may desire conferences. Each full time faculty member shall post regular office hours and should be available during other hours by appointment. ([III.A.14, JMU Faculty Handbook](#))

POLICY 02: STUDENT EVALUATIONS

Approved by faculty vote of 13 yes: 0 no: 1 abstain on 5-19-17

Approved by CHBS Dean and Provost 9-30-18

Approved by faculty vote of 11 yes: 3 no: 3 abstain on 4-8-22

The JMU Faculty Handbook utilizes student evaluations as a formative tool or as part of a teaching portfolio (III.E.2.b. (1), JMU Faculty Handbook). Consideration of teaching performance may include artifacts to demonstrate student progress and learning, such as edited papers, student projects, student accomplishments, testimony from students, and course portfolios (e.g., presentation material, assignments, rubrics).

The university administers anonymous student evaluations of teaching for all courses through an online system. Faculty members can add additional evidence to the required items noted below. Faculty members may use the student evaluation results in their evaluation materials. For each selected course, faculty members may use the mean value associated with the statement “overall, the instructor was an effective teacher”, or use the mean of the mean values associated the following items:

- The instructor was prepared for class
- The instructor clearly explained course content
- The instructor clearly demonstrated a strong knowledge base in the course content area.

The results from the remaining statements may be used by the instructor and AUH to assist in the assessment of faculty adherence to administrative elements of the course.

Response rates for online student evaluations: while no specific minimum response rate is required to utilize student evaluations of teaching in evaluation materials, instructors should take efforts to increase responses rates. Some effective strategies may include:

- providing class time to complete the evaluation,
- sending multiple reminders to students,
- discussing the importance and use of the evaluation with the students,
- adding a “to do” or reminder assignment in the learning management system, or

POLICY 03: ACADEMIC UNIT PERSONNEL ADVISORY COMMITTEE (AUPAC)

Approved by faculty vote of 8 yes: 6 no: 0 abstain on 9-28-17

Approved by CHBS Dean and Provost 9-30-18

Approved by faculty vote of (12) yes: (2) no: (2) abstain on 2-13-23

Approved by HS, AUH DATE: 2-14-23

Approved by CHBS Dean DATE and Provost DATE

3.1 AUPAC Eligibility

To be eligible to serve on AUPAC:

- A faculty member's primary assignment must reside in the Department of Health Sciences.
- A faculty member must hold a full-time RTA or tenure-line appointment.
- A faculty member must be a full-time employee holding the rank of Assistant Professor, Associate Professor, or Professor.

3.2 AUPAC Membership and Terms of Service

AUPAC will consist of:

3.2.1 Professors (to a maximum of 3).

When there are more than three Professors in the department, Professors will serve for three years based upon a rotation determined by years in rank.

When multiple faculty members have the same years in rank, the rotation will be determined by random assignment.

3.2.2 Associate Professors (to a maximum of 2).

When there are more than two Associate Professors in the department, Associate Professors will serve for two years based upon a rotation determined by years in rank.

When multiple faculty members have the same years in rank, the rotation will be determined by random assignment.

3.2.3 Assistant Professor (1)

When there is more than one Assistant Professor in the department, the Assistant Professor will serve for one year based upon a rotation determined by years in rank.

When multiple faculty members have the same years in rank, the rotation will be determined by random assignment.

3.2.4 Renewable Term Agreement (RTA) (1)

When there is more than one RTA in the department, the RTA will serve for one year based upon a rotation determined by years in rank.

When multiple faculty members have the same years in rank, the rotation will be determined by random assignment.

In years where an RTA is seeking promotion, the RTA AUPAC representation will include one RTA faculty member, where possible, promoted to Senior Lecturer or Principal Lecturer.

The majority of the committee must be tenured faculty.

- The Chair of AUPAC will be elected by the members of the incoming AUPAC members at or before the first scheduled meeting of the academic year. The Chair must be at the rank of an Associate Professor or Professor.
- Professor AUPAC members will serve a three-year term. Repeat service may be possible if no other eligible Professors are available to serve.
- Associate Professor AUPAC members will serve a two-year term. Repeat service may be possible if no other eligible Associate Professors are available to serve.
- The Assistant Professor AUPAC member will serve a one-year term. Repeat service may be possible if no other eligible Assistant Professors are available to serve.
- The RTA AUPAC member will serve a one-year term. Repeat service may be possible if no other eligible RTA faculty are available to serve.
- If an AUPAC position is vacated or if a member of AUPAC is unable to serve, whenever possible an equivalent eligible faculty member will be selected from the rotation to complete the vacated term or until the member returns at the beginning of the following year.
- All eligible full-time faculty members in the department are expected to serve on AUPAC based upon the rotations described above, unless alternate arrangements have been made with the AUH.

AUPAC voting rights/restrictions:

All AUPAC members may review all application materials for tenure and promotion and participate in the discussion of the application materials.

Materials submitted by faculty applying for tenure and/or promotion will be evaluated based on the requirements within the departmental and university tenure and promotion criteria.

Tenure decision votes will be cast by all tenured AUPAC members. Separate votes will be held to include performance levels for each area of evaluation, as well as a vote for the overall recommendation for tenure.

Promotion decision votes will be cast by all AUPAC members holding a rank equal to or greater than the rank for which the candidate has applied. Separate votes will be held to include performance levels for each area of evaluation, as well as a vote for the overall recommendation for promotion.

AUPAC teaching observation rights/restrictions:

Observations of first year faculty may be conducted by any AUPAC member.

Observations of faculty submitting materials for a mid-tenure review may be conducted by any tenured AUPAC member.

Observations of faculty submitting materials for promotion may be conducted by any AUPAC member holding a rank equal to or greater than the rank for which the candidate has applied.

AUPAC recommendations for departmental governance documents on evaluation, tenure and/or promotion:

Where appropriate, AUPAC may advise the faculty regarding issues of departmental governance:

AUPAC will solicit feedback from department faculty by any of the following means: email, anonymous online survey, and departmental meeting discussions.

Based on such feedback, the AUPAC will then develop recommendations to create, amend, or eliminate policies related to departmental evaluation, tenure and/or promotion governance.

Recommendations will be reviewed by departmental faculty and further changes may be made if necessary.

AUPAC will send finalized policy recommendations to departmental faculty for blind vote.

The AUPAC may by majority vote of the committee as a whole remove a member of the committee for violation of AUPAC rules. Any such action is subject to review by the AUH and the dean.

All members of the AUPAC must respect and maintain strict confidentiality of deliberations on all matters under their consideration. Failure to maintain confidentiality may be grounds for removal from the AUPAC or for a misconduct charge under Faculty Handbook, Section III.A.25.

POLICY 04: FIRST YEAR FACULTY INITIAL EVALUATION

Approved by faculty vote of 11 yes: 0 no: 0 abstain on 5-10-18

Approved by CHBS Dean and Provost 9-30-18

Approved by faculty vote of 15 yes: 1 no: 1 abstain on 4-8-22

Approved by CHBS Dean 9-5-22 and Provost **DATE**

4.1 Overview

- The department AUH will conduct initial reviews consisting of teaching performance, and any additional supporting documentation.
- The initial evaluation will be conducted at the beginning of the faculty member's second full semester of full-time employment at JMU. ([JMU Faculty Handbook Policy III.E.3.](#))
- The first-year faculty member will complete the documentation requested below under the “Materials” heading in section 4.3. These materials are due during the first week of the second semester of full-time employment.
- Evaluation criteria for teaching, scholarly achievement and professional qualifications, and professional service are detailed in the [JMU Faculty Handbook Policy, III.E.2.b.](#), and in the Department of Health Sciences Policies and Procedures Manual.
- Refer to Policy 1.4.1 in the case of alternative workload weightings.

4.2 Timeline

Prior to the start of the first semester the faculty member will:

1. Discuss first year and annual evaluation procedures and tenure and promotion policies and criteria with the AUH.
2. Meet (in person or electronically) with the course coordinator(s) for assigned courses regarding course textbooks and objectives. (Note: This applies to all faculty.)
3. Submit syllabi and office hours to the department Administrative Assistant no later than the end of the first week of the semester. (Note: This applies to all faculty.)

During the first semester:

1. By the end of the fourth week of the semester the faculty member will submit first year faculty goals to AUH.
2. The faculty member should consider administering a mid-semester student evaluation or other assessment related to learning objectives, student improvements, or general feedback about the course. These may be included in first year evaluation materials.
3. The AUH may conduct observations of teaching using the teaching observation instrument developed by AUPAC. First year faculty may request feedback from the AUH about the observation. Course evaluations will be automatically administered to all courses through an online system. Faculty may choose to add items to this evaluation form (see Policy 02).

During the second semester:

1. Prior to the conference scheduled with the AUH (see item 2 below), the faculty member will submit First Year Faculty Mid-Year Evaluation Materials (see requirements below) to the AUH by the close of business on Friday of the first week of the second semester of employment.
2. At the start of a new faculty member's second full semester, the AUH must schedule an evaluation conference with the faculty member. The faculty member and AUH will discuss the faculty member's first semester performance and professional needs as perceived by both the faculty member and AUH.
3. By the end of the third week of the second full semester, following the meeting with the AUH, the AUH shall provide the faculty member with a written initial evaluation. The evaluation shall state whether the faculty member's overall performance has been acceptable or unacceptable. A copy of the evaluation, signed by the faculty member and the AUH, shall be sent to the Dean by the AUH. If the faculty member refuses to sign the evaluation, this refusal shall be noted on the evaluation.
4. Meet with the AUH to discuss the Annual Evaluation Report guidelines and expectations no later than six weeks prior to June 1.
5. Annual Evaluation Report *due June 1* (Note: This applies to all faculty.)

4.3 Mid-Year Evaluation Materials Provide a brief summary for each of the following:

4.3.1 Teaching

1. List courses taught and enrollments.
2. Briefly reflect on teaching strategies considering feedback from items attached below. Include comments on factors that may have positively or negatively affected feedback.
3. Describe goals for adjusting/improving teaching.
4. Faculty may optionally attach any other teaching-related materials that may be of use in demonstrating teaching effectiveness. This may include but is not limited to:
 - a. assessment measures for course objectives, pre-test/post-test analysis of learning, test question analysis, evidence of writing improvement for students
 - b. supervision of student research or independent studies
 - c. mid-semester, end of semester, or other evaluations of the course/teaching or other teaching related activities
 - d. peer observations of teaching initiated by the faculty member (e.g., CFI TAP, departmental colleague, mentor etc.).

4.3.2 Scholarly Achievement and Professional Qualifications

1. Briefly outline progress made or any outcomes related to scholarly work. This may include but is not limited to:

- a. Research presentations
- b. Peer-reviewed publications
- c. Book contracts, books, edited books or book chapters
- d. Grants
- e. Educational materials (e.g. ancillary materials for a textbook, published course packs) f. New research projects started
- g. Other relevant scholarly work

2. Summarize both short and long-term scholarship goals.

4.3.3 Professional Service

1. Summarize involvement in professional service including contributions to committee work and estimated time spent. Service activities may include but are not limited to:

- a. Department Service/Committees
- b. College Service/Committees
- c. University Service/Committees
- d. Community Service/Committees (related to profession)
- e. Professional Service/Committees (e.g. service to professional organizations, manuscript or abstract reviewing etc.)
- f. Service Presentations
- g. Faculty advisor for student organizations, honors theses, graduate theses, directed research projects.
- h. Other relevant service.

2. Describe potential service interests.

POLICY 05: FACULTY ANTICIPATED ACTIVITY PLAN, FAAP

By the deadline established by the academic unit, each faculty member shall submit a description of anticipated activities for the coming year to the AUH. The relative weights of the three performance areas of teaching, scholarly achievement and professional qualifications, and professional service for an individual faculty member shall be determined by the faculty member and the AUH prior to the start of the academic year. The agreement should be shared with the AUPAC. An academic unit may have standard relative weights for the three performance areas, which will apply if individual negotiations are not agreed upon by the faculty member and the AUH. The agreement on weights may be renegotiated during the year under appropriate circumstances. [III.E.4.a. Faculty Anticipated Activity Plan](#)

Standard relative weightings for faculty in the Department of Health Sciences is 75-10-15 (teaching, scholarship, service, respectively) with a 4/4 load making up the 75% teaching. Lecturers are not eligible for promotion and are expected to maintain weightings of 90-5-5 (teaching, scholarship, service, respectively) with a 5/5 load making up the 90% teaching. Any configuration deviating from these weightings must be approved by the AUH in consultation with the AUPAC prior to the semester/academic year in question.

5.1 Curriculum Vitae

1. Submit a current curriculum vitae.

5.2 Teaching, Research/Scholarship, and Service Goals and strategies

For each area of responsibility, include (1) a review of specific goals; (2) strategies, i.e. steps the faculty member plans to take to achieve these goals; and (3) resources needed to perform these strategies.

5.2.1 Teaching Goals and Strategies

1. Set teaching goals using university, college, and department goals and objectives as reference points.
 - a. Include specific course improvements as well as plans for contribution to university, college and program curriculum and instruction goals.
2. As much as possible, list specific strategies for implementing the goals and objectives.
3. List workshops, technology needs, etc. for needed strategies. Align with travel requests if possible. List industry resources (guest speakers, field trips, etc.) that can be helpful.
 - a. **Include an estimated amount of professional development funds that will be requested.**

5.2.2 Research / Scholarship Goals and Strategies

1. Set research goals using university, college, and department goals and objectives as reference points.

- a. Indicate amount of progress to be expected for each project, e.g., completed literature search, delineation of research methods and instruments, completed data collection, completed manuscript, etc.
 - b. Distinguish between single and joint author efforts, conceptual and/or empirical work, etc.
2. As much as possible, list specific actions for implementing the goals and objectives.
 3. List conferences to attend, technology needs, etc. for meeting research goals. Align with travel requests and other faculty development needs.
 - a. **Include an estimated amount of professional development funds that will be requested.**

5.2.3. Service Goals and Strategies

1. Set service goals using university, college, and department goals and objectives as reference points.
2. As much as possible, list specific strategies for implementing the goals and objectives.
3. List workshops, technology needs, etc. for needed strategies. Align with travel requests if possible. List industry resources that can be helpful.
 - a. **Include an estimated amount of professional development funds that will be requested.**

POLICY 06: ANNUAL EVALUATION OF RTA AND TENURE LINE FACULTY

Approved by faculty vote of 11 yes: 0 no: 0 abstain on 5-10-18

Approved by CHBS Dean and Provost 9-30-18

Approved by faculty vote of 13 yes: 3 no: 1 abstain on 4-8-22

Approved by CHBS Dean 9-5-22 and Provost **DATE**

Overall Expectations

1. The Annual Evaluation ratings prepared by the Academic Unit Head (AUH) are intended to only provide a snapshot of the year in review. The ratings are not summative with respect to tenure and promotion. However, the pattern of annual evaluations may be considered. The AUH is encouraged to provide feedback on progress toward tenure and/or promotion, if applicable.
2. Refer to Policy 1.4.1 in the case of alternative workload weightings.
3. The areas of scholarly achievements and professional qualifications ([JMU Faculty Handbook Policy III.E.2.b.\(2\)](#)) and professional service ([JMU Faculty Handbook Policy III.E.2.b.\(3\)](#)) have an "other" category where activities not listed may be approved for inclusion by the AUH. Documentation of approved "other" activities must be provided by the faculty member.
4. The faculty member is responsible for presenting evidence supporting the quality and quantity of teaching, scholarly achievement and professional development, and service, including the depth and breadth of each piece of evidence.

See *JMU Faculty Handbook policy III.F.3.* regarding non-renewal and *policy III.F.3.i.* regarding appeals.

6.1 Teaching

1. The faculty member is responsible for presenting evidence supporting the quality and quantity of teaching, including the depth and breadth of each piece of evidence.

6.1.1 Satisfactory

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.

6.1.2 Excellent

Must complete items 1 and 2

1. Demonstrate fulfillment of assigned teaching responsibilities. Substantiation of information presented 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. Evidence that accessibility to students was maintained/consistent.
2. Provide evidence of two of the following. Substantiation of information presented may include narrative statements, course evaluations, and other examples as appropriate.
 - a. Responsible for three different course preparations per academic year (excluding first year).
 - b. Prepare and deliver a new course preparation (never taught before).
 - c. Teach an overload within the department.
 - d. Assessment measures (assignments, activities, exam questions, projects) are aligned with the course learning objectives for one course,
 - e. Test question analysis is completed using one section of a course per semester (i.e., difficulty, rubrics, matrices, item analysis, test-reliability, multiple drafts on writing assignments, etc.),
 - f. Pre-test/post-test analysis of learning is presented (i.e., give final at start and finish of semester) for one section of a course in a semester,
 - g. A study abroad program is developed and conducted (demonstrate the program met learning objectives),
 - h. Served as an advisor to majors/minors (at least 10 advisees per academic year; including results of advising evaluation),
 - i. Served as a first-year advisor (must include the results of the student's advising evaluation of advisor),
 - j. Developed a new course that was approved by all C&I committees,
 - 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. Described and provided evidence for the implementation of one or more engagement-related practices. [The Association of American Colleges and Universities](#) lists “high impact” practices and 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	Service-Learning
Assignments/Projects	
Diversity	Undergraduate Research
Formal Leadership Experience	Writing-Intensive Courses

- r. Other items are possible as approved by the AUH in consultation with AUPAC.

6.1.3 Unsatisfactory

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

6.2 Scholarly Achievement and Professional Qualifications

6.2.1 Satisfactory

Tenure-track faculty complete items 1 and 2. RTAs complete item 1.

1. Present scholarship/professional development goals and describe progress towards these goals.
2. Complete a, b, or c (Faculty members in a tenure-track position intending to apply for tenure and/or promotion are encouraged to do option “a” and limit consistent use of options b or c for the majority of their pre-tenure/promotion period).
 - a. Present evidence (e.g. IRB approval, data collection, drafts of papers, presentation of paper, etc.) of scholarly productivity that has the potential to lead to publications in national/international, refereed journals, published texts, and/or the securing of grants.
 - b. Demonstrate expertise in the field via production of professional materials. For example, evidence of the process of developing educational materials (e.g. ancillary materials for textbook, published course pack, SOTL work), or providing professional development for others in your field (e.g. in person or web-based trainings) or consulting activities.
 - c. Complete professional development activities through formal coursework, other significant professional development activities, maintaining relevant disciplinary professional qualifications (e.g., CHES, CPH, etc.) or other evidence of continued professional development.

6.2.2 Excellent

Tenure-track faculty complete 1, 2, and 3.

RTAs complete 1 and one of the following: one item from 6.2.1.2 a, b, or c above OR any item from 6.2.2.2 below.

1. Meet criteria for satisfactory (based on faculty line) in scholarly achievement and professional qualifications.
2. Complete at least one of the following:
 - a. An author on an international, national or state, peer reviewed journal publication.
 - b. A book chapter or edited book.
 - c. A book contract (Faculty member may negotiate with AUH in consultation with AUPAC, counting the book for additional years).
 - d. Internal or external research grants totaling \$2,000 or more.
 - e. One peer-reviewed presentation at state, national, or international conference (individuals intending to apply for tenure and/or promotion should limit state presentations).
 - f. Published educational materials such as ancillary materials for textbook and/or course (individuals intending to apply for tenure and/or promotion should limit this option).
 - g. Other as approved by AUH in consultation with AUPAC.
3. Level of participation in and the quality of scholarly products will be considered in evaluating scholarly products. This portion of the annual evaluation is subjective and the decision pertaining to annual evaluation is made by the AUH. For each publication, provide an explanation of the following:
 - a. Faculty member's role on the research project (e.g., Describe role in conception or design of the work, or the acquisition, or interpretation of data for work, drafting the work or revising it critically for important intellectual content.)
 - b. The quality and potential outcomes of the publication or grant (e.g., Scope and reach of the journal or professional organization, impact factors, citations or use of the publication, impact of grant activities, etc.).

NOTE: Scholarly products can be counted once upon acceptance or upon publication/presentation date.

6.2.3 Unsatisfactory

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

6.3 Professional Service

It is the responsibility of the faculty member to provide a description of how their involvement with their Professional Service serves to further the mission of the department. 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 for evaluation must be summarized by the faculty member.

6.3.1 Satisfactory: Successfully complete one task from the list below.

6.3.2 Excellent: Tenure-track faculty must successfully complete three tasks from the list below. RTAs must successfully complete two tasks from the list below.

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

For each service activity, provide a brief summary of 1) role, 2) contributions to the committee and 3) estimated time spent on work.

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)
 - iii. University service (Examples: Officer in Faculty Senate, Assessment APT Graders, Honor Advisory Council, CIT Mentor)
- d. Alternative break faculty adviser.
- 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.

POLICY 07: ACADEMIC UNIT MID TENURE REVIEW

Approved by faculty vote of 9 yes: 0 no: 0 abstain on 5-10-18
Approved by CHBS Dean and Provost 9-30-18

Approved by faculty vote of 11 yes: 3 no: 1 abstain on 4-8-22
Approved by CHBS Dean 9-5-22 and Provost **DATE**

7.1 Procedures and Timeline

JMU Faculty Handbook: III.E.4.m.

Although consultation among the AUPAC and AUH is encouraged, the AUH and the AUPAC must independently review the accomplishments of tenure track faculty at the midpoint of the probationary period, typically during the third year of candidacy. The AUPAC and AUH will rate work of the candidate in teaching, research and service (if part of the candidate's duties). The written evaluation will identify any aspects of the candidate's work in which improvement is needed to be on course to receive tenure and/or promotion. In lieu of a midpoint review, academic units have the option of providing more frequent AUPAC and AUH feedback, e.g., in the second and fourth year.

Tenure

All criteria and expectations are based on a traditional tenure period where submission of mid tenure review materials occurs in the spring semester of the faculty member's third year in rank. Submissions outside of this timeframe may result from a contractual agreement at the time of hiring or as related to JMU Faculty Handbook Policy III.E.7.c(2) and III.E.7.d.

Mid Tenure Overall Expectations

The purpose of the mid-tenure review is for faculty to align their materials to the criteria in their pursuit of tenure. Feedback is in the form of a detailed letter outlining strengths and areas in need of improvement to receive tenure and/or promotion.

1. Submit a dossier following the CHBS Professional Dossier Outline to the AUH by the second Friday of Spring semester of the faculty member's 3rd year in rank.
2. The AUH and the AUPAC will use the tenure and/or promotion criteria found in the Department of Health Sciences Policies and Procedures Manual to provide feedback relating to any aspects of the candidate's work in which improvement is needed to be on course to receive tenure and/or promotion. Refer to Policy 1.4.1 in the case of alternative workload weightings.
3. Any conduct issues will be considered by the AUH and AUPAC when providing feedback.
4. The AUH and AUPAC will independently review the faculty member's contributions to the enhancement of the academic unit.
5. By the end of the Spring semester the faculty member will receive independent written feedback from the AUH and AUPAC.

6. Upon receipt of feedback from the AUH and AUPAC, the faculty member will indicate they have received the feedback. The faculty member may request a meeting with the AUH and/or AUPAC Chair for clarification of the feedback provided. Should a meeting be requested, it must be held no later than two weeks from the last day of finals.

POLICY 08: ACADEMIC UNIT TENURE / PROMOTION CRITERIA

Tenure: Approved by faculty vote of 9 yes: 0 no: 0 abstain on 5-10-18
Promotion: Approved by faculty vote of 9 yes: 0 no: 0 abstain on 5-10-18
Approved by CHBS Dean and Provost 9-30-18

Approved by faculty vote of 10 yes: 4 no: 1 abstain on 4-8-22
Approved by CHBS Dean 9-5-22 and Provost **DATE**

Tenure standards (overview) JMU Faculty Handbook Policy III.E.7.e.

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. The faculty member must meet performance and conduct standards required for tenure and/or promotion to the next level and should enhance the academic environment of the academic unit and the university.

Upon evaluation, individuals hired at a level above Assistant Professor would be evaluated for promotion using the current departmental and university policies.

Faculty hired at the rank of Associate or Full Professor (tenure track) without tenure are eligible for:

- 1: Tenure without Promotion.
- 2: Tenure with Promotion.

1. Tenure without Promotion

Faculty will be eligible for tenure review without promotion no earlier than their second year. Faculty must meet the same requirements as Assistant Professors who seek tenure. However, the timeline for the eligible evidence in support of tenure is adjusted for years of hire to align with the timeframe of faculty who are hired at the Assistant Professor level have (6 years). See Table below for guidelines for eligible evidence.

Year	Evidence Eligible from Years Prior to JMU Hire
2	4
3	3
4	2
5	1

2. Tenure with Promotion

Faculty who are hired as an Associate Professor without tenure and seek tenure and promotion must meet the same requirements as faculty applying for promotion to Full Professor.

Promotion standards (overview)

Teaching, scholarly achievement and professional qualifications, and professional service are the bases for evaluating the performance of candidates for promotion in academic rank. In each of these areas, the faculty member shall be evaluated as excellent, satisfactory, or unsatisfactory. Problems with a faculty member's conduct may disqualify a candidate for promotion in academic rank.

Procedures and Timelines

Tenure and/or Promotion:

All criteria and expectations are based on a traditional tenure/promotion time period where application occurs in the fall semester of the faculty member's 6th year in rank. Applications outside of this timeframe may result from the submission for early decision due to compelling reasons, a contractual agreement at the time of hiring, or any adjustment approved by the AUH and the Dean.

All Faculty Lines Eligible for Promotion:

In cases where a faculty member has been in a particular rank for more than five years prior to tenure and/or promotion, materials from the most recent five-year period will be used to make recommendations unless negotiated with the AUH.

Candidate Selection of Evaluation Guidelines:

Tenure-track: A candidate who has not yet been promoted may choose to be evaluated for tenure and promotion by the guidelines in place at the time of their hiring, at the time of their mid-tenure evaluation, or the most current guidelines. A candidate who has been promoted may choose to be evaluated for future promotions by the guidelines in place at the time of their most recent promotion or the most current guidelines. The cover letter submitted by the candidate must indicate the guidelines chosen by the individual.

RTA: A candidate who has not yet been promoted may choose to be evaluated for promotion by the guidelines in place within the most recent 3 years of their hiring, or the most current guidelines. A candidate who has been promoted may choose to be evaluated for future promotions by the guidelines in place at the time of their most recent promotion or the most current guidelines. The cover letter submitted by the candidate must indicate the guidelines chosen by the individual.

Early Decisions:

Criteria for early tenure and/or promotion apply to all faculty members except individuals who have an abbreviated tenure and/or promotion timeline specified in their contract.

For all early decisions, materials evaluated may include up to the most recent three years of evidence at another institution or in a different line at JMU.

Procedures and Criteria for Approval to Pursue an Early Decision after Hire:

When an instructional faculty member is hired on tenure track, the agreed probationary period preceding consideration for tenure shall be stated in the initial employment contract.

Applications made prior to the penultimate year of the probationary period may be considered but will receive favorable review only upon presentation of compelling evidence of accomplishment, ***exceeding the criteria of excellence***, by the faculty member (III.E.7.b. Probationary Period).

Eligible faculty members may request to be considered for an early tenure and/or promotion review up to one year prior to their prescribed timeframe for tenure/promotion. Faculty may be nominated by the AUH and/or AUPAC for an early promotion review up to one year prior to their prescribed timeframe for promotion. Faculty may decline the nomination. Procedures to be followed include:

1. Early request for tenure is made in writing to the AUH by the nominating individual(s) (i.e. eligible faculty, AUH and/or AUPAC) before September 1 of the tenure and/or promotion year.
2. If the nomination is not made by the eligible faculty member, the faculty member has until September 1 of the tenure and/or promotion year to accept or decline the nomination.

If faculty accept the nomination, the following policies and procedures apply.

3. Faculty typically should have completed 5 years within academic rank to apply for a promotion. When a tenure-track instructional faculty member is hired, the agreed probationary period preceding consideration for tenure is stated in the initial employment contract. Applications made prior to the penultimate year of the probationary period (or after having completed 4 years in rank as associate professor when applying for full professor) may be considered but will receive favorable review only upon presentation of compelling evidence of accomplishment, ***exceeding*** the criteria of excellence, by the faculty member (Faculty Handbook, Section III.E.7.b), regardless of self or AUH/AUPAC nomination.
4. To present compelling evidence of accomplishment for early promotion to Associate Professor or tenure, a faculty member must be evaluated by the Academic Unit Head and AUPAC as ***exceeding*** the criteria of excellence, in teaching and in one other category.

5. To present compelling evidence of accomplishment for early promotion to full professor, a faculty member must be evaluated by the Academic Unit Head and AUPAC as **exceeding** excellent in all three categories.
6. The compelling evidence provided must include a cover letter explaining how the faculty member **exceeds** the criteria of excellence as noted above and include supporting documentation submitted to the AUH and the AUPAC for review **by September 1st**.
7. Faculty will be notified no later than September 15th by the AUH and AUPAC whether they may submit their materials for early review. After consultations between the AUH and AUPAC on expectations of meeting criteria for Tenure and/or Promotion, all materials for review must be submitted by October 1st.

Tenure & Promotion Overall Expectations

1. When making tenure and/or promotion decisions, the AUH and the AUPAC will use the tenure/promotion criteria found in this document to determine a rating of unsatisfactory, satisfactory, or excellent in the individual areas of teaching, scholarly achievement and professional qualifications, and service.
2. Faculty members applying for tenure and/or promotion from Assistant Professor to Associate Professor must earn a rating of excellent in the area carrying the highest weighting and a minimum rating of satisfactory in all other areas of consideration.
3. Faculty members applying for promotion from Associate Professor to Professor must earn a rating of excellent in the area carrying the highest weighting, an additional rating of excellent in one of the two remaining areas, and at least a satisfactory rating in the remaining area. "In addition to the requirements for associate professor, appointment at the rank of professor is contingent upon recognition of outstanding professional accomplishment." JMU Faculty Handbook Policy III.B.4. Academic Faculty Ranks. Outstanding professional accomplishment is met through this requirement.
4. Refer to Policy 1.4.1 in the case of alternative workload weightings.
5. "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" (JMU Faculty Handbook Policy III.E.7.e).
6. Faculty members applying for tenure and/or promotion must submit a dossier following the CHBS Professional Dossier Outline to the AUH and AUPAC by October 1st the year in which application is made.

7. A faculty member's pattern of prior annual evaluations, though not summative in manner, should be carefully considered in the analysis of an application for tenure and promotion, but each administrator and committee should use judgment and discretion in making recommendations on tenure and promotion. JMU Faculty Handbook Policy III.E.7.e.

8.1 Teaching

1. The faculty member is responsible for presenting evidence supporting the quality and quantity of teaching, including the depth and breadth of each piece of evidence.

8.1.1 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 **10** examples within the evaluation period that demonstrate evidence of teaching excellence. Up to a maximum of **four** items from Level **B** can be presented as part of the 10 examples. Types of evidence may be repeated (e.g. assessment measures for two different courses 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. a.ii. 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 provide 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 **4** may be used from this list; repeated items are permitted)
- 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. Development of a new course that is approved by all C&I committees,
 - iv. Chaired a thesis or served as an honors advisor for a completed thesis,
 - v. Served as an honors thesis reader, or graduate thesis committee member (the project must be completed in order to be used in this category),
 - vi. 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),
 - vii. Served as an independent study or senior project chair for a completed student project (as above),
 - viii. Served as a reader or committee member on a thesis/independent study for a completed student project,
 - ix. 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,
 - x. Prepare and deliver a new course preparation (never taught before),
 - xi. Teach an overload within the department, and
 - xii. Other(s) as approved by AUH in consultation with AUPAC.

8.1.2 Satisfactory

(Complete items 1 and 2):

1. Demonstrate fulfillment of assigned teaching responsibilities. Evidence may include narrative statements, course evaluation results as supportive data, 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 **five** 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 course per 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. Development of a new course that is approved by all C&I committees,
- h. Chaired a thesis or served as an honors advisor for a completed thesis,
- i. Served as an honors thesis reader, or graduate thesis committee member (the project must be completed in order to be used in this category),
- j. 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),
- k. Served as an independent study or senior project chair for a completed student project (as above),
- l. Served as a reader or committee member on a thesis/independent study for a completed student project,
- m. 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,
- n. Prepare and deliver a new course preparation (never taught before),
- o. Teach an overload within the department,
- p. 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 provide 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	Service-Learning
Assignments/Projects	
Diversity	Undergraduate Research
Formal Leadership Experience	Writing-Intensive Courses

q. other as approved by AUH in consultation with AUPAC.

8.1.3 Unsatisfactory

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

8.2 Scholarly Achievement and Professional Qualifications

The AUPAC and the AUH will assess how well a faculty member has met annual evaluation criteria throughout the evaluation period. If scholarly achievement and professional qualifications carry the highest weighting, the faculty member must present evidence that indicates excellence in scholarship throughout the evaluation period. If scholarship does not carry the highest weighting, the faculty member must present evidence that indicates satisfactory or excellence in scholarship throughout the evaluation period.

1. An assessment of the quality and quantity of the scholarly achievement and/or professional qualifications will be conducted. The faculty member is responsible for presenting evidence supporting the quality of all scholarship, including the depth and breadth of each piece of scholarship activity. Scholarship can be displayed in the form of presentations, publications, book chapters, books, and grants.
 - a. Examples of the assessment of quality may include:
 - i. the academic reputation of the journal in which a publication appears
 - ii. the academic reputation of the conference where a presentation was made
 - iii. the faculty member's authorship position
 - iv. external reviews relating to books and book chapters
 - v. the professional impact of grants
2. It is expected that consistency of scholarly productivity throughout the evaluation period be evident.
3. In all cases, both 1) quality and 2) quantity of scholarly products will be used to determine the overall evaluation rating for scholarship.
4. Level of participation in and quality of scholarly products will be considered in evaluating scholarship activities. For each product, provide an explanation of the following:
 - a. The faculty member's role on the research project (e.g. describe role in conception or design of the work, or the acquisition, or interpretation of data for work, drafting the work or revising it critically for important intellectual content).
 - b. The quality and potential outcomes of the product (e.g. scope, reach and acceptance of the journal or professional organization, impact factors, citations or use of your publication, impact of grant activities, etc.).
5. For tenure decisions, faculty members must show consistent, demonstrated progress on a research project that originated while at JMU prior to applying for tenure and promotion, unless the employment contract includes negotiated time to tenure.
6. Scholarly Products:
 - a. Author of a publication in a peer reviewed journal (no editorials, book reviews or activities).

- b. A book*, book chapter, or edited book (not self-published).
- c. Internal or external research grants totaling \$10,000 (single grants exceeding \$10,000 count as one product).
- d. Four peer-reviewed presentations at national or international conferences (limited to use as one product per evaluation period).

*May be negotiated with AUH to count as more than one product. The qualifiers determined as criteria for more than one scholarly product will be presented to AUPAC prior to the final negotiation.

NOTE: Other scholarly products may be considered as negotiated with the AUH in consultation with the AUPAC.

8.2.1 Excellent

Meet one of the following criteria (a-c):

- a. Three products as first author.
- b. Four products with first authorship on two, first or second authorship on one other, and “any authorship” on the fourth.
- c. Five products with first authorship on two and “any authorship” on remaining.

8.2.2 Satisfactory

Provide evidence for three products:

- a) At least first author on one product.
- b) First or second author on another product.
- c) Any authorship on a third product.

8.2.3 Unsatisfactory

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

8.3 Professional Service

The AUPAC and the AUH will assess how well a faculty member has met annual evaluation criteria throughout the evaluation period. If service carries the highest weighting, the faculty member must present evidence that indicates excellence in service throughout the evaluation period. If service does not carry the highest weighting, the faculty member must present evidence that indicates satisfactory or excellence in service throughout the evaluation period.

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 tenure and/or promotion must be summarized by the faculty member.
2. The faculty member should present multiple sources of evidence to demonstrate a consistent pattern of service contributions. Evidence of effective 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 educational or professional service (i.e. professional service on a community board).
3. An assessment of the evidence and summary presented by the faculty member will be conducted by AUPAC and the AUH to evaluate the quality, quantity and scope of the service.
 4. A faculty member can complete the same or different service activities for each year within the evaluation period.
 5. In all cases, both 1) quality and 2) quantity of service activities will be used to determine the overall evaluation rating for service.
 6. Evidence of at least one leadership role in any service activity must be presented. Leadership may include chairing a committee, serving in other leadership positions with significant responsibilities, or impactful service that results in a significant outcome.
 7. All activities must be completed prior to the submission of materials to be used in this category.

8.3.1 Excellent

1. A faculty member must have played an active role in at least 15 professional service activities. 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) Serve as the alternative break faculty advisor,
- e) Serve as faculty advisor for an international experience,
- f) Serve as faculty advisor for student organization,
- g) Serve as a chair of a major internal or external profession-related committee, upon AUH approval,
- h) Serve as an 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.

8.3.2 Satisfactory

1. A faculty member must have an active role in at least six professional service activities. Service activities may include:

- a. Reviewing journal articles, conference abstracts, or other professional publications.
- b. Service presentations 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, Chair of search committees, 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. Serve as the alternative break faculty advisor.
- e. Serve as faculty advisor for an international experience.
- f. Serve as faculty advisor for student organization.
- g. Serve as a chair of a major profession-related committee.
- h. Serve as an 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.

8.3.3 Unsatisfactory

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

8.4 Conduct

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

8.5 Long Term Needs, Objectives and Mission of the Department, College and University

In the case of a tenure decision, an assessment will be conducted by AUPAC and the AUH to determine how well a faculty member is meeting the long-term needs, objectives and missions of the academic unit, the college and the university

8.6 Enhancement of the Academic Unit

In the case of tenure decisions, assessment will be conducted by AUPAC and the AUH to determine the faculty member's contributions to the enhancement of the academic unit.

POLICY 09: LECTURER PROMOTION OVERALL EXPECTATIONS

Academic Faculty Ranks for Renewable-Term Agreements (RTA) ([JMU Faculty Handbook III.B.4](#))

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.

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 6th 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 1st and submit a dossier following the CHBS Professional Dossier Outline to the AUH and AUPAC by October 1st the year in which application is made.

POLICY 10: EVALUATION CRITERIA FOR PROMOTION OF RTA LECTURERS

10.1 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

10.1.1 Excellent

The faculty member is responsible for presenting evidence supporting the quality and quantity of teaching, including the depth and breadth of each piece of evidence.

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 provide 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.

10.1.2 Satisfactory

The faculty member is responsible for presenting evidence supporting the quality and quantity of teaching, including the depth and breadth of each piece of evidence.

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.

10.2 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

10.2.1 Excellent

An assessment of the quality and quantity of the scholarly achievement and/or professional qualifications will be conducted. The faculty member is responsible for presenting evidence supporting the quality of all scholarship, including the depth and breadth of each piece of scholarship activity.

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).

10.2.2 Satisfactory

An assessment of the quality and quantity of the scholarly achievement and/or professional qualifications will be conducted. The faculty member is responsible for presenting evidence supporting the quality of all scholarship, including the depth and breadth of each piece of scholarship activity.

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

10.2.3 Unsatisfactory

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

10.3 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 completely 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.

10.3.1 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).

10.3.2 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).

10.3.3 Unsatisfactory

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

POLICY 11: EVALUATION OF ADJUNCT FACULTY

Approved by faculty vote of 12 yes: 1 no: 2 abstain on 4-8-22

Approved by CHBS Dean 9-5-22 and Provost **DATE**

11.1 Rating Criteria

In accordance with the JMU policy for evaluation of adjunct faculty, the following criteria will be used by the Academic Unit Head to assign a rating of either excellent, satisfactory, or unsatisfactory in the area of teaching.

11.1.1 Satisfactory

Must complete items 1, 2 **and** 3.

1. For each course taught, the adjunct faculty member must submit a syllabus to the department prior to classes started.
 - a. The AUH or designee will review all syllabi to ensure conformity with SACSCOC and JMU requirements and with departmental guidelines.
2. Demonstrate fulfillment of assigned teaching responsibilities. Evidence may include brief narrative statements, evidence gleaned from student evaluations that supports narrative statements and other examples as appropriate. Submit materials by the deadline established by the AUH. (Complete 2a and 2b.)
 - a. 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.
3. (Provide evidence of one of the following)
 - 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 course per 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)
 - d. Conduct CFI TAP or other professional development related to teaching and demonstrate the results were used
 - e. 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
Co-Curricular Project

Global Learning/Study Abroad
Internship

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Common Intellectual Experience	Learning Communities
Collaborative	Service-Learning
Assignments/Projects	
Diversity	Undergraduate Research
Formal Leadership Experience	Writing-Intensive Courses

- f. other as approved by AUH in consultation with AUPAC.

11.1.2 Excellent

Must complete items 1, 2 and 3.

1. For each course taught, the adjunct faculty member must submit a syllabus to the department prior to classes started.
 - a. The AUH or designee will review all syllabi to ensure conformity with SACSCOC and JMU requirements and with departmental guidelines.
2. Demonstrate fulfillment of assigned teaching responsibilities. Evidence may include brief narrative statements, evidence gleaned from student evaluations that supports narrative statements, and other examples as appropriate. Submit materials by the deadline established by the AUH. (Complete 2a and 2b.)
 - a. 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.
3. Provide evidence of two of the following:
 - a. Assessment measures (assignments, activities, exam questions, projects) aligned with the course learning objectives for one course.
 - b. Test question analysis using one course per 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)
 - d. Conduct CFI TAP or other professional development related to teaching and demonstrate the results were used
 - e. 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:

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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

- f. Other as approved by AUH in consultation with AUPAC.

11.1.3 Unsatisfactory

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

POLICY 12: COURSE PROCEDURES

1. The Schedule of Classes (MyMadison) lists the official time and meeting place for all classes. Courses must start or end at the university-designated times and must be scheduled according to prime time/non-prime time restrictions. Any deviation from time or place must be approved by the AUH **prior to the class meeting**. ([JMU Class Scheduling Policy](#); [JMU Faculty Handbook III.A.12](#)).
2. A class is scheduled either the full semester or it is blocked for half of the semester. The second digit of the section number identifies the period in which it is taught: 0 - full semester; 1 - first 8 weeks; 2 - second 8 weeks. The dates of the semesters and blocked periods are included in the opening pages of the JMU General Catalog and also on MyMadison.
3. All new blended and/or block courses must be approved by the AUH in the semester prior to the course being offered.
4. Instructors are expected to make use of all assigned instructional time, including the assigned final exam period, for each course. Instructors may not reduce the intended period of instruction by allowing students to complete their last exam or evaluated course product prior to final exam week. Instructors may not allow individual students to opt-out of the final exam or evaluated course product, except as provided in *Faculty Handbook*, Sections [III.A.2.b.\(17\)](#), [III.A.2.b.\(18\)](#) and [III.A.2.b.\(19\)](#). Courses that appropriately end with an end-of-semester evaluation must, during final exam week, conduct exams or require submission of final evaluated course products. Final exams must be conducted at the times designated by the university registrar. Any deviation from this policy requires prior written approval of the AUH. Changes to the regular exam schedule, including common exams, must be added to the official roster of finals by the [Registrar's Office](#). In the case of conflicting exam times, the published exam schedule must take precedence ([JMU Faculty Handbook Policy III.A.18](#)).
5. It is incumbent upon faculty members to follow the course outlines for the courses they are scheduled to teach. Course outlines are available on the department's N: drive.
6. All course syllabi must meet SACSCOC and JMU Requirements and be consistent with the approved C & I documents. All courses, including dissertations, independent studies, practical, research and readings, special topics, thesis courses, etc., must have a written syllabus. A syllabus for each course taught must be saved to the Departmental N drive by the end of the first week of classes.
7. Updating incomplete grades and grade changes must be submitted electronically following the procedure developed by the registrar. Updating an incomplete grade must be completed by the dates set by the registrar. A completion date is also required (which may affect the graduation term). Changing a final grade requires the faculty member to enter a primary grade change reason and AUH approval. When no grade was entered by

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the faculty member, it appears as NR (not reported) and must be changed through the grade change process.

https://www.jmu.edu/registrar/faculty-staff/submitting_grade_change_instructions.

Grade changes should be reserved for those situations in which an error was made in calculation or when entering a grade, etc. Situations should be avoided in which a student turns an assignment in after grades have been submitted in order to raise his/her grade.

8. Course coordinators will be assigned to courses with multiple sections. The course coordinator is responsible for coordinating meetings with the instructors of those sections to discuss overall course content and textbooks. All sections of each course should instruct common content and must use the objectives approved by C & I. (Assignments, instruction methods, and grading methods can vary). It is recommended that sections use the same textbook.
9. The Health Sciences Office Manager is responsible for securing and changing classroom assignments for courses. After approval from the AUH, Faculty desiring to change a classroom assignment should submit requests to the Office Manager rather than contacting the building coordinator themselves. Faculty needing a classroom or other space for a single incident use (e.g. study session for their class that occurs outside of regular class time) may use the JMU Event Management system available at <https://ems.jmu.edu/VirtualEms/>. For exceptions, contact the office staff for assistance.

POLICY 13: DEPARTMENT TRAVEL PROCEDURES

Important Notes

- All travelers should be familiar with the JMU travel policies and procedures. Please follow the link by <http://www.jmu.edu/financemanual/procedures/4215.shtml>. The University Travel Policy “JMU Supported Travel”, policy # 4401 of the JMU policy and Policies and Procedures Manual also available for reference.
- Approval for travel funds as part of professional development may be assigned by the Academic Unit Head each fiscal year.

TRAVEL Planning and Regulations:

- All travel requests must be submitted via “Travel Request” form **at least two weeks prior** to each travel and must be approved by the AUH. Please note: **International Travel** requests must be submitted **one month prior to travel**. The department requires prior AUH approval for all planned meetings, retreats, conferences, site visits, and all other gatherings off campus locations. The **BLUE** “Travel Request Form” for the Health Sciences department can be found on the N: Drive (CISAT folder, HLTH-Common, Health Sciences Department folder). There are also hard copies in the file box located in the copy room.
- JMU uses an electronic travel management solution, Chrome River, for entering and approving travel and individual expense reimbursements. All travels will be processed through **the Pre-Approval and Expense Reports** in the Chrome River system. Faculty must add the administrative assistants as delegates in the Chrome River system.
- The **Pre-Approval Report** for Domestic or International travel will be entered by admins through the Chrome River based on the approved Travel Request forms. After traveler return from the trip, the **Expense Report** will be submitted through the Chrome River for travel reimbursements based on the provided receipts. Travelers are responsible for the legality, legibility and completeness of their Expense Reports entered in Chrome River.
- **Shared lodging** - If travelers are sharing lodging it must be stated as such on the Travel Request form. This includes the other traveler's name so that they can be specified in the CR Expense Report for the Accounts Payable.

Internet Usages:

In addition to all other policies set forth in this travel policy, the following policies must be adhered to when using the Internet to purchase travel services.

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Usage of the Internet to procure travel services is allowed. (Also see subsection .314.) Use prudent judgment when choosing an Internet travel service site. The traveler must comply with procurement guidelines.

Suggested sites include:

- Priceline.com
- Expedia.com
- Orbitz.com
- Travelocity.com

When paying for services via the Internet, the following methods may be used:

- 1.Travel Charge Card - may be used for all types of purchases (i.e. hotel, transportation tickets).
- 2.Small Purchase Credit Card - may only be used for transportation tickets (i.e. rail, air, bus) and conference registration fees.

In addition to other documents required by policy, the following supplementary documents must be submitted with the Expense Report when procuring services via the Internet.

The final page from the Internet site showing a breakdown charge of each day, total cost and confirmed service.

Airline confirmation (ticket stub) of the type of ticket purchased. (e.g. coach, business)

Flight insurance charges are not reimbursable.

Credit Cards:

1. **Small Purchase Credit Card (department card)** – **SHOULD BE** used for membership fees, conference registration fees, and airfare after the Travel Request form has been approved. The Small Purchase Credit Card should always be used only after the AUH's approval.
2. **Personal Credit Card** – Faculty should not use their personal funds to purchase memberships, airline tickets, and registration fees for the travels. The faculty member will risk not being reimbursed if they make a purchase dealing with a travel. Personal Credit Card can be used for lodging, meals expenses, parking, rental car, taxi or shuttle while on an approved business trip. Please make sure to refer to the per diem table for lodging rates, meals, and incidental expenses (M&IE) rates when purchasing hotel, meals, and other items at the place of destination.

The traveler needs to search the per a diem criterion by going to <https://www.jmu.edu/finprocedures/4000/4215mie.shtml> . The traveler will be reimbursed after the trip is completed based on the receipts submitted to the admin.

3. Travel Charge Card

Bank of America Visa Travel Card

The Bank of America's VISA Travel Card Program provides faculty and staff members with the opportunity to travel on University business without using personal dollars. The University provides funds for travel expenses by offering employees a Bank of America VISA Travel Card.

The University issues travel charge cards to any faculty or staff member who travels on behalf of the University. Charge cards have no annual fee, and the University incurs no financial liability through use of the cards. **Cardholders may now request an annual exception allowing them to take advantage of a feature to access cash using their travel card to cover expenses when the card isn't accepted.** The available cash on the travel card is limited to 20% of the cardholder's limit. Travel charge card vendors send all bills to the individual cardholder. The cardholder is responsible for the travel charge card charges. The traveler must process a travel voucher within thirty (30) working days after completion of the trip. Timely processing allows for receipt of reimbursements in time to pay travel charge card bills within the period prescribed by the charge card vendor.

To request information on how to apply for the Travel Charge Card, please call Tina Wells @ 8-7397 or 8-6231 or email: acctspayable@jmu.edu. They will assist you with this process.

The Bank of America VISA Travel Card Program is operated through the procedures provided by the State Department of Accounts.

Employees who decline the use of a travel charge card may not receive a Wells One Declining Balance Card to cover travel expenses, and the University Business Office does not grant travel advances.

Reimbursement:

RECEIPTS:

- **ORIGINAL** itemized receipts are required – to be included in return envelope for reimbursement.
- **ALL RECEIPTS** (except for meal receipts) must be given to office staff within 5 business days of returning. Meals are reimbursed using a per diem rate. Travelers are responsible for legality of receipts and submission in the timely manner. ***JMU CAN ONLY REIMBURSE INDIVIDUALS FOR EXPENSES INCURRED WHILE ON OFFICIAL JMU BUSINESS.***

Transportation:

- **Parking and Toll expenses** are reimbursable when paid for by the traveler in the course of conducting official university business. An original receipt is required for

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reimbursement claims where each individual claim is greater than \$75 per instance. When no receipt is required, the traveler must list the name of the toll facility or where it was paid. For more detailed information on JMU travel policies please refer to the Financial Procedures Manual at: <http://www.jmu.edu/finprocedures/4000/4215.shtml>.

Travel via State Vehicle

1. Facilities Management Operations will reserve state vehicles for individuals traveling on official state business. After seeking prior approval from Academic Unit Head, travelers may request a state vehicle by notifying the admins to submit the on-line request to the AIM (Facilities Management Transportation Office).
2. Travelers should get all fuel and maintenance of state vehicles at state facilities within Virginia, whenever possible. When out of state, use commercial stations. Unleaded regular fuel must always be used. Self-service must be utilized if available, if not available, please note this on the fuel ticket.

Travel via Personal Vehicle

1. If a personal vehicle is used, record the mileage and receipts from tolls.
2. The following chart provides the current and future (**Effective January 1, 2023**) mileage rates for the use of personally-owned vehicles for approved University travel for the first 15,000 miles in a fiscal year. Refer back to [Subsection .334](#) of the Travel Procedure (Section 4215) for additional information.

REASON FOR USE OF PERSONAL VEHICLE	RATE PER MILE
280 miles or less average per day per trip	.655 effective 1/1/23
Use of Personal Vehicle is Cost Justified or a State owned vehicle is not available. (Must be certified by Transportation Supervisor)	.655 effective 1/1/23
Traveler elects to use Personal Vehicle.	.246
Use of Personal Vehicle is not Cost Justified.	.246
Mileage Exceeds 15,000 miles in a fiscal year.	.13

International Travel

1. JMU requires travelers to prepare an estimate of the total cost for any planned international travel.
2. International travel requires prior approval by the AUH, the Dean, the Senior Vice President, and finally the Senior Vice President of Finance through the Chrome River.
3. Based on the approved Travel Request form, the proposed international trip will be electronically entered in Chrome River and submitted as a Pre-Approval Report.

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4. The proposed trip plan must include the following information on the Travel Request form: traveler's name, destination, departure and return dates, reason for travel and the total estimated cost of the trip. Total cost of the international travel includes lodging, transportation, meals, conference registration, and any other travel costs.

Additional Key Travel Information, please follow the link:
<http://www.jmu.edu/financeoffice/accounting-operations-disbursements/accounts-payable/travel-program.shtml>

International Travel

- [Currency Conversions](#)
- [International Per Diem Rate](#)
 - Includes Non-Foreign, Non-Contiguous U.S. Areas (e.g. Alaska, Hawaii, Guam, Puerto Rico, etc.)
- [U.S. State Department Travel Warnings](#)

Financial Procedures Manual

- [Travel Section - 4215](#)
- [M&IE/Rate Tables & Lodging](#)
- [Personal Vehicle Mileage Rates](#)

POLICY 14: EVALUATION AND APPEAL PROCESSES POLICY

Approved by faculty vote of 11 yes, 1 no, 0 abstain on 5-6-19

Pending CHBS Dean & Provost approval (submitted 5-7-19)

Refer to the Department of Health Sciences Policies and Procedures manual for criteria for the initial evaluation, annual evaluation, tenure decision, and promotion decision.

The AUPAC is the body designated by the department to consider any appeal of the annual evaluation. The Faculty Appeals Committee is the body designated to consider appeals of nonrenewal (including as a result of the initial evaluation), tenure, and promotion.

In the event of a discrepancy between the appeal processes described below and the JMU faculty handbook, the JMU faculty handbook supersedes this policy.

The figures presented below are for illustrative purposes only. In the event of a discrepancy between the appeal processes described below and the figure, the written policy supersedes the figure.

14.1 Initial Evaluation & Appeal Process

14.1.1 Initial Evaluation Process

During the first week of second semester of employment, the faculty member submits materials to the AUH based upon the departmental First Year Faculty Initial Evaluation policy. The AUH shall 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. The AUH may request that the faculty member supply additional information for review and evaluation purposes.

The AUH shall provide to the faculty member a written initial evaluation by the end of the third week of the semester (and within 14 days of the evaluation conference). The evaluation shall state whether the faculty member's overall performance has been acceptable or unacceptable.

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

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

The dean shall make a written recommendation concerning nonrenewal of a faculty member after reviewing the recommendations of the AUH and the AUPAC. The recommendations of the AUH, AUPAC and dean shall be submitted to the provost within five days of the dean's receipt of the AUH and AUPAC recommendations.

The recommendations regarding nonrenewal from the AUH, AUPAC and dean shall be reviewed by the provost, who shall decide if nonrenewal of the appointment of the faculty member is warranted. The written decision of the provost shall include a justification of his or her conclusions. Notice of nonrenewal shall be sent to the faculty member, and a copy shall be sent to the dean, AUH and AUPAC within five days of the provost's receipt of the AUH, AUPAC and dean recommendations. In the absence of a timely written appeal, the decision of the provost becomes final and the nonrenewal is effective at the end of the appointment period.

14.1.2 Initial Evaluation – Nonrenewal Appeal Process

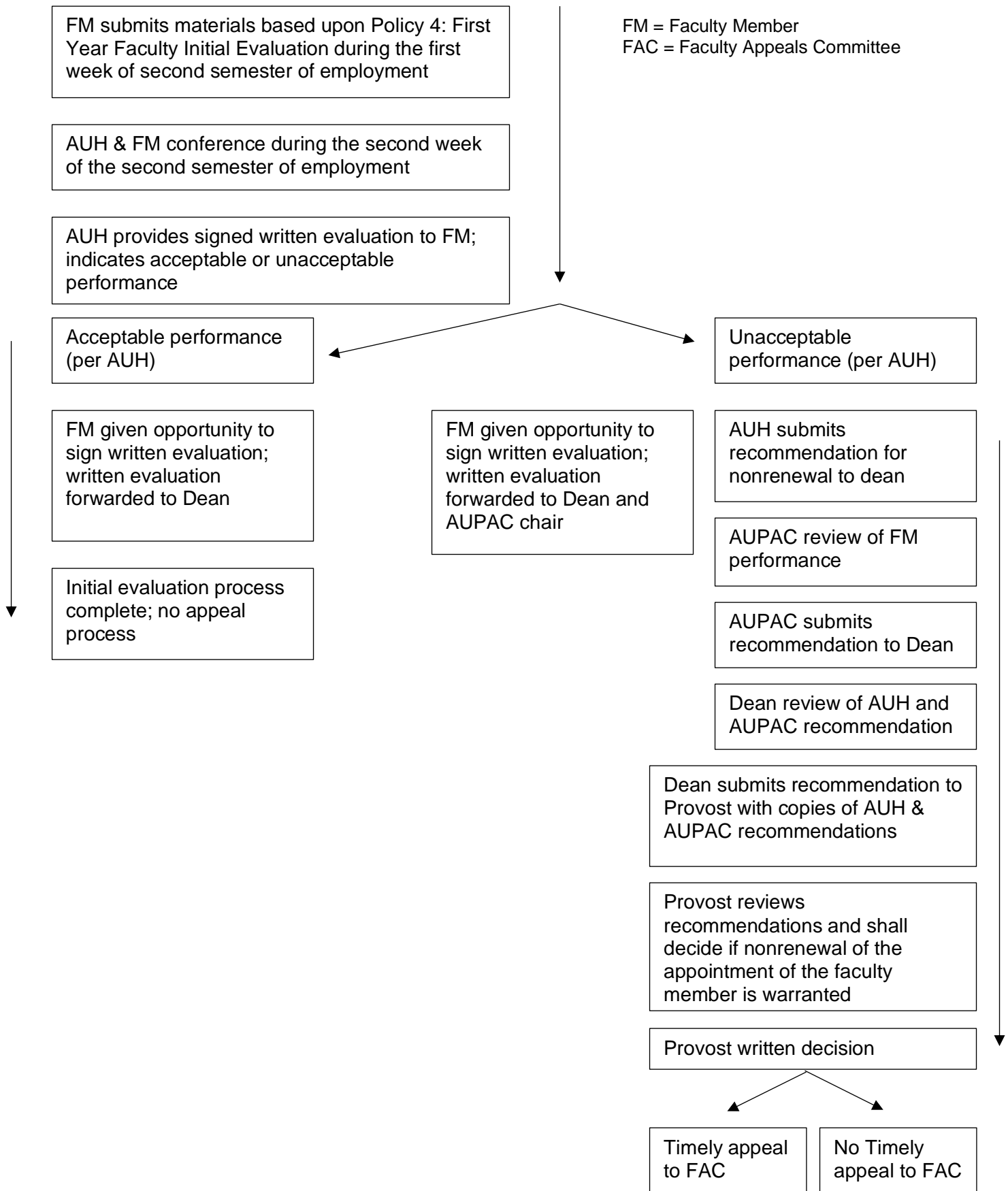
All appeals must be in writing. A tenure-track or RTA faculty member has 30 days from the receipt of a written notice of nonrenewal from the provost to submit a written appeal to the Faculty Appeals Committee. The written appeal shall set forth the grounds for the appeal and a summary of the arguments and documentation the faculty member intends to present at a hearing. Upon receipt of an appeal, the chair of the Faculty Appeals Committee shall promptly send an acknowledgement of the receipt of the appeal to the faculty member and shall notify the president, the provost, dean, and AUH. If an appeal is filed, the provost shall appoint the AUH or an administrative designee to serve as the respondent, representing the administration in the appeal process.

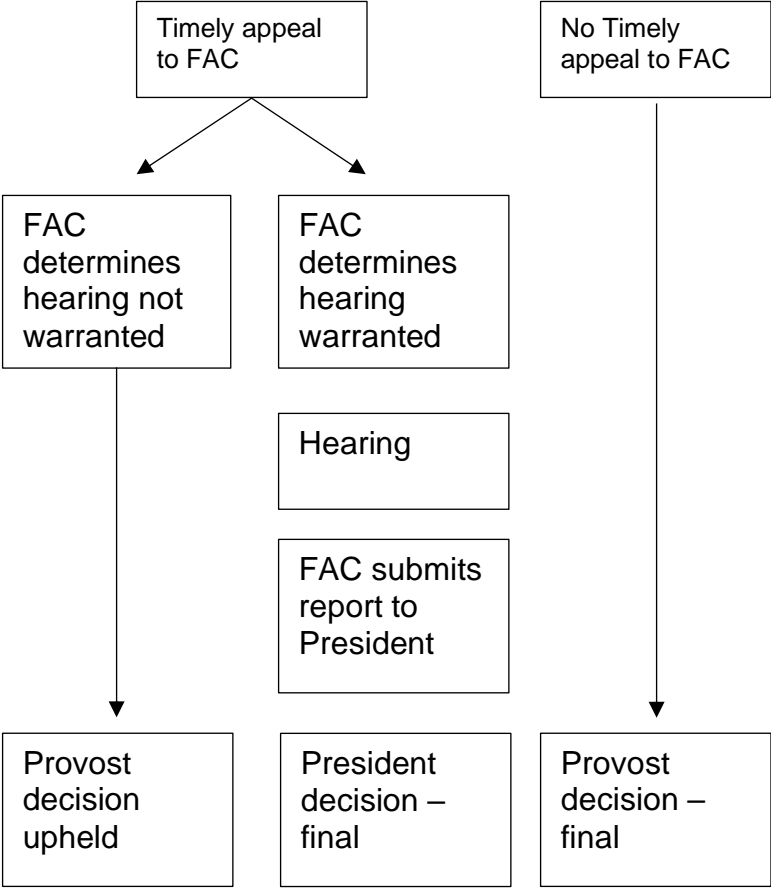
The Faculty Appeals Committee shall determine if a hearing is warranted. **For a tenure-track faculty member, grounds for appealing a nonrenewal are limited to failure of the university to follow its procedures or unreasonable or improper bases for nonrenewal, including academic freedom violations. For an RTA faculty member, grounds for appealing a nonrenewal are limited to academic freedom violations.**

If the Faculty Appeals Committee determines that a hearing should be granted, the procedures in Faculty Handbook shall apply to both tenure-track and RTA faculty members. In the hearing, the faculty member shall have the responsibility to establish that the procedures were not followed or that the university used unreasonable or improper bases for the nonrenewal. If the Faculty Appeals Committee determines that a hearing shall not be granted, the faculty member, respondent, speaker, provost, and president shall be notified that the appeal has been denied. If the appeal is denied by the Faculty Appeals Committee, the decision of the provost becomes final. The Faculty Appeals Committee shall determine if a hearing is warranted and follows the procedure outlined in the faculty handbook.

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Figure 14.1 Initial Evaluation and Nonrenewal Appeal Process





14.2 Annual Evaluation Process and Appeal Process

14.2.1 Annual Evaluation Process:

The AUH reviews the summary of activities presented by the faculty member using the criteria established in the departmental policy and prepares a preliminary written evaluation. The preliminary evaluation shall 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. The official written evaluation shall not be finalized until after the evaluation conference, unless the faculty member and AUH determine that no conference is required.

The AUH shall provide the official written evaluation to the faculty member by Oct. 1. The AUH will wait a minimum of seven days from the delivery (electronic or hard copy) of the official written evaluation before submitting it to the Dean (with or without the signature of the faculty member).

14.2.2 Annual Evaluation Appeal Process:

Any failure to meet the Oct. 1 deadline will extend the appeal process by the number of days the written evaluation is late. 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 body designated by the academic unit. 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.

The AUPAC is the body designated by the department to consider the appeal of the official written annual evaluation. **In considering an appeal, the crucial questions for the reviewing body are whether all relevant information was objectively reviewed by the AUH in accordance with evaluation criteria established by the academic unit and whether the AUH evaluated similar achievements among similarly situated academic unit members using the same standard of judgment.**

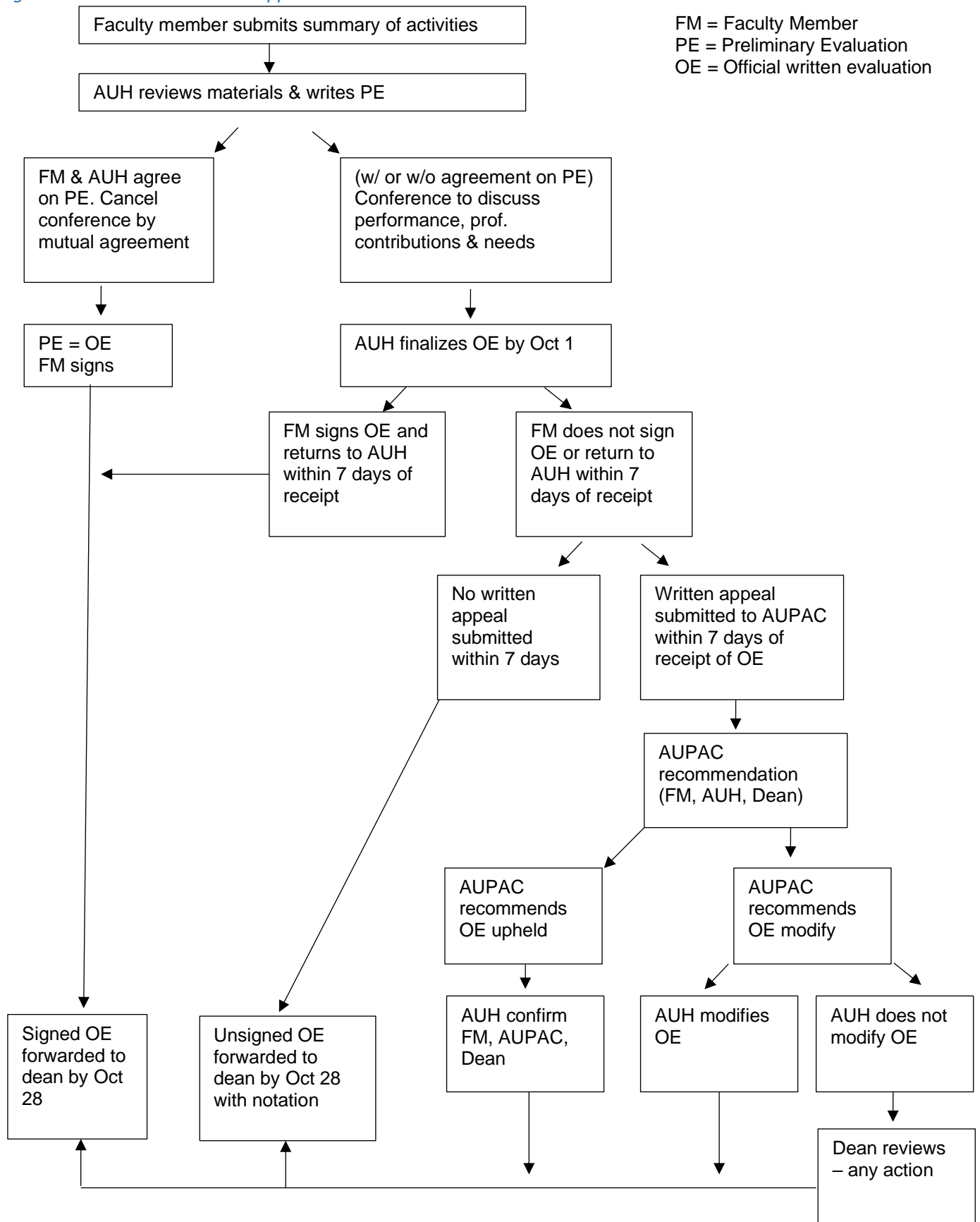
The written recommendations of the reviewing body (AUPAC) will be given to the AUH, with a copy to the faculty member and the dean. The reviewing body may recommend that the AUH's evaluation be upheld or modified. If the AUH agrees with the recommendations of the reviewing body, he or she will take the appropriate action to confirm or modify the original evaluation, and will notify the reviewing body, the faculty member and the dean of his or her decision. The appeal process in the academic unit must be completed by October 21. The evaluation process is not final until any appeal has been completed

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The faculty member and the AUH shall 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 he or she deems appropriate. The decision of the dean on the evaluation is final, and is not subject to appeal.

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Figure 14.2 Annual Evaluation Appeal Process



14.3 Tenure Decision Process and Appeal Process

14.3.1 Tenure decision process

Although consultation among the AUPAC, AUH and dean is encouraged, the AUH and the AUPAC shall make independent evaluations of the facts and make independent recommendations, and should clearly indicate a positive or negative recommendation on tenure. The recommendations shall be submitted to the dean by Nov. 15. The dean may consult with his or her college personnel body and shall make a recommendation after reviewing the recommendations of the AUH and the AUPAC. The recommendations of the AUH, AUPAC and dean shall be submitted to the provost by Dec. 15. Recommendations on tenure from the AUH, AUPAC and dean shall be reviewed by the provost, who shall either deny tenure or make a recommendation to award tenure. A decision by the provost to deny tenure terminates the consideration process; denial does not require action by the president or the BOV.

In the absence of a timely written appeal, the decision by the provost to deny tenure becomes final and effective on the date of the notification. Official written notification of denial shall be sent to the faculty member by Feb. 1, with concurrent copies to the dean, AUH and AUPAC. If the provost recommends awarding tenure, the recommendation shall be sent to the president by Feb. 1, with concurrent copies to the dean, AUH, AUPAC and faculty member.

If the provost recommends awarding tenure, the president shall review the recommendation and either deny tenure or make a recommendation to award tenure. A decision by the president to deny tenure terminates the consideration process; denial does not require action by the BOV. The decision of the president or the BOV to deny tenure is not appealable. Official written notification of denial shall be sent by the president to the faculty member by Feb. 15.

If the president recommends awarding tenure, the recommendation shall be sent to the BOV. The BOV shall act on the recommendation, and notification of its decision shall be sent to the faculty member within fifteen days after the BOV's meeting. Official notification awarding tenure may be conveyed to a faculty member only after the formal action of the BOV. The award of tenure becomes effective at the beginning of the following academic year.

14.3.2 Tenure decision appeal process

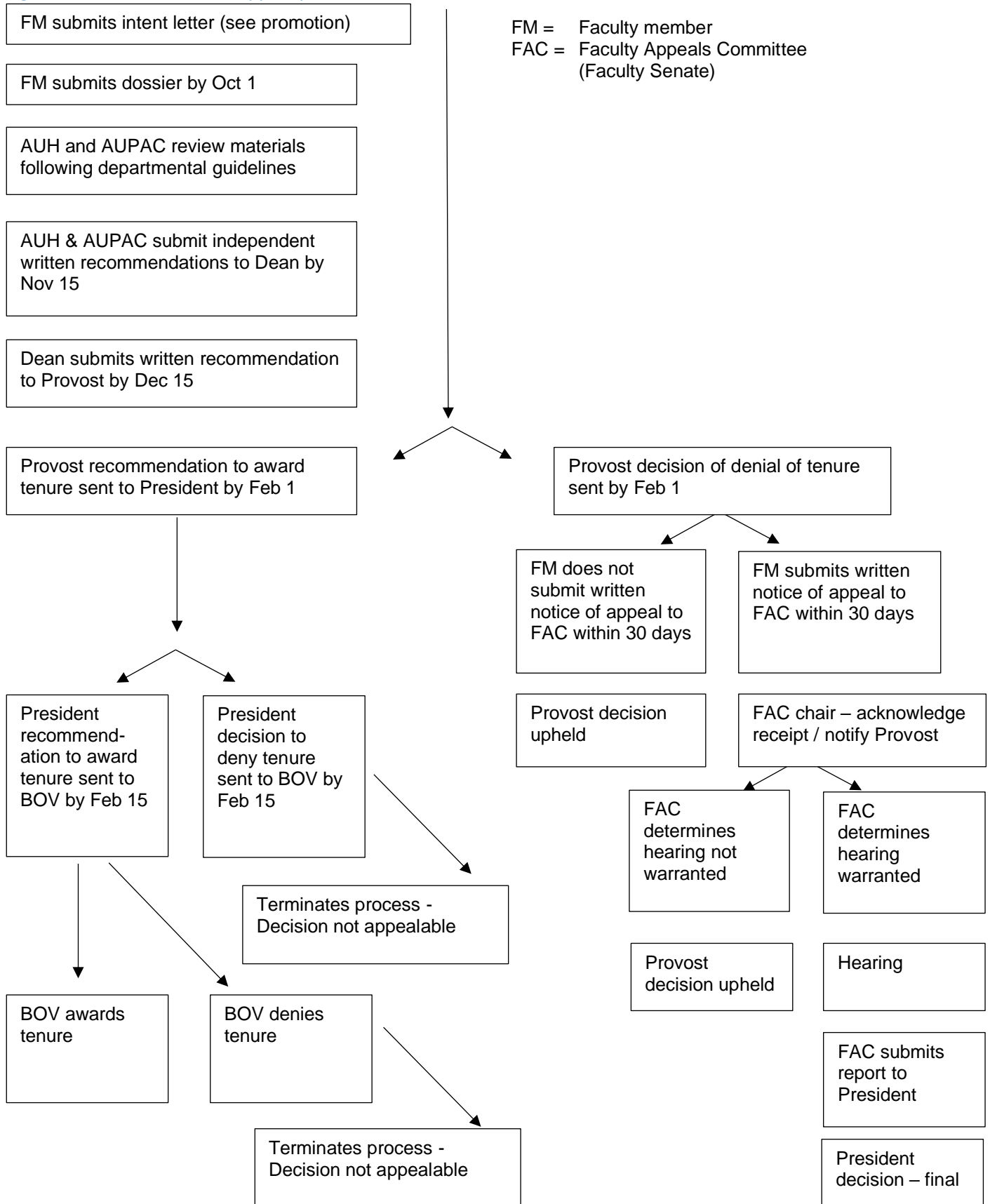
To appeal a tenure denial by the provost, the faculty member shall submit a written notice of appeal to the Faculty Appeals Committee within 30 days setting forth the grounds for the appeal and a summary of the arguments and documentation he or she intends to present at a hearing. Upon receipt of an appeal, the chair of the Faculty Appeals Committee shall promptly send an acknowledgement of the receipt of the appeal to the faculty member and shall notify the president, the provost, dean, and AUH. If an appeal is filed, the provost shall appoint a person to serve as the respondent representing the administration in the appeal process. The Faculty Appeals Committee shall determine if a hearing is warranted and follows the procedure

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outlined in the faculty handbook. **Grounds for appealing a denial of tenure are limited to failure of the university to follow its procedures or unreasonable or improper bases for denial of tenure.**

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Figure 14.3 Tenure decision appeal process



14.4 Promotion Decision Process and Appeal Process

14.4.1 Promotion decision process

Written intent to apply or nomination must be made by Sept. 1 to the AUH. The faculty member who wishes to be considered for promotion shall submit a summary of activities and accomplishments in the areas of teaching, scholarly achievement and professional qualifications, and professional service as required by the departmental policy to the AUH and AUPAC by Oct. 1. Failure by the faculty member to submit a summary of activities and accomplishments by the Oct. 1 deadline shall constitute a refusal of a nomination or withdrawal of an application, and no consideration of promotion is required. Although consultation among the AUPAC, AUH and dean is encouraged, the AUH and the AUPAC shall make independent evaluations of the facts and make independent recommendations.

The recommendations shall be submitted to the dean by Nov. 15. The dean may consult with his or her college personnel body and shall make a recommendation after reviewing the recommendations of the AUH and the AUPAC. The recommendations of the AUH, AUPAC and dean shall be submitted to the provost by Dec. 15. The recommendations on promotion in academic rank from the AUH, AUPAC and dean shall be reviewed by the provost, who shall either deny the promotion or make a recommendation to grant the promotion. A decision by the provost to deny a promotion in academic rank terminates the consideration process; denial does not require action by the BOV.

In the absence of a timely written appeal, the decision by the provost to deny promotion becomes final and effective on the date of the notification. Official written notification shall be sent to the faculty member by Feb. 1, with copies to the dean, AUH and AUPAC concurrently. If the provost recommends granting promotion in academic rank, the recommendation shall be sent to the president by Feb. 1, with copies to the dean, AUH, AUPAC and faculty member concurrently. The notification of denial or recommendation to grant promotion in academic rank shall include a justification of the provost's decision.

If the provost recommends granting a promotion in academic rank, the president shall review the recommendation and either deny the promotion or make a recommendation to grant the promotion. A decision by the president to deny the promotion terminates the consideration process; denial does not require action by the BOV. Official written notification of denial shall be sent by the president to the faculty member by Feb. 15, with concurrent copies to the provost, dean, AUH and AUPAC. If the president recommends granting the promotion, the recommendation shall be sent to the BOV. The BOV shall act on the recommendation, and notification of its decision shall be sent to the faculty member by the provost within 15 days after the BOV's meeting.

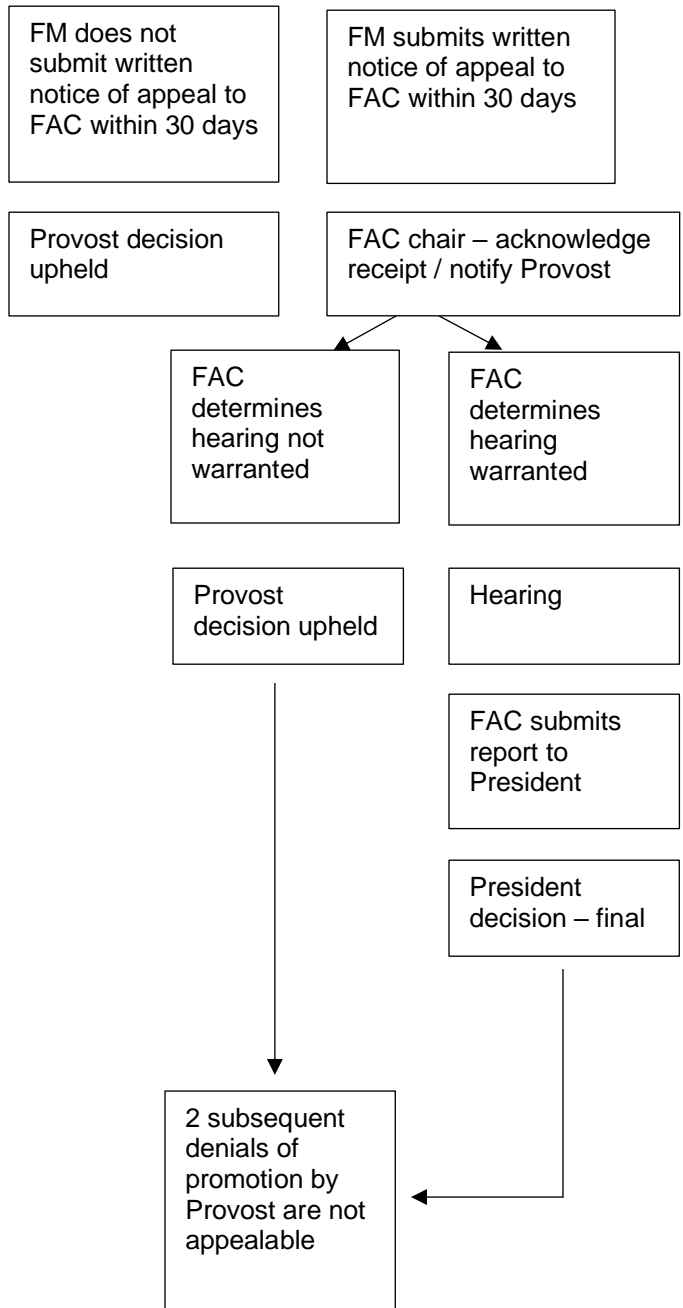
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Official notification granting promotion shall only be conveyed to a faculty member after the formal action of the BOV. Promotions become effective at the beginning of the following academic year.

14.4.2 Promotion decision appeal process

The provost' decision to deny a faculty member's promotion is appealable only upon the university's second denial of promotion in rank. Following a denied appeal, two subsequent denials of promotion in rank must occur before further right to appeal arises. The decision of the president or the BOV to deny promotion is not appealable.

To appeal a promotion denial by the provost, the faculty member shall submit a written notice of appeal to the Faculty Appeals Committee within 30 days setting forth the grounds for the appeal and a summary of the arguments and documentation he or she intends to present at a hearing. Upon receipt of an appeal, the chair of the Faculty Appeals Committee shall promptly send an acknowledgement of the receipt of the appeal to the faculty member and shall notify the president, the provost, dean and AUH. If an appeal is filed, the provost shall appoint a person to serve as the respondent representing the administration in the appeal process. The Faculty Appeals Committee shall determine if a hearing is warranted and follows the procedure outlined in the faculty handbook. **Grounds for appealing a denial of tenure are limited to failure of the university to follow its procedures or unreasonable or improper bases for denial of promotion.**



POLICY 15: MERIT

Approved by Departmental faculty: April 28, 2014 (vote: 28 yes, 2 no, 1 abstention)

Approved by faculty vote of 11 yes: 2 no: 2 abstain on 2-3-22

Approved by HS, AUH, DATE: 2-14-23

Approved by CHBS Dean **DATE** and Provost **DATE**

The annual evaluation process provides documentation regarding activities completed throughout the year. This documentation leads to an evaluation/rating in each of three areas: teaching, scholarship, service, and an overall rating. These same activities and their subsequent ratings will be used to determine merit.

In a given year, no more than 75% of the total merit money pool will be allotted to faculty with overall ratings on their annual performance evaluations of "Satisfactory". The remaining 25% will be allotted to faculty with overall ratings on their annual performance evaluations of higher than "Satisfactory".

The following process outlines the steps in determining the merit distribution for faculty that receive overall ratings higher than "Satisfactory" (i.e., it speaks to how the 25% proportion in the above-mentioned paragraph will be distributed). The process uses the annual evaluation ratings and the faculty member's salary to determine the amount of merit increase for ratings higher than "Satisfactory".

Steps:

1) Conversion of annual evaluation ratings to points

- a. Excellent = 3 points
- b. Satisfactory = 1 point
- c. Unsatisfactory = 0 points

2) Money will be distributed according to the following formula:

Salary Points x Salary Point Value = Merit Increase

Where salary points, salary point value and merit dollar awards are defined as:

Salary Points: Annual evaluation points x salary (divided by 1000)

*Example: Excellent in teaching (3 pts), excellent in scholarship (3 pts) and excellent in service (3 pts) = 9 annual evaluation points. If this faculty member makes \$60,000, the salary points = 540 points (9*60,000/1000)*

Salary Point (Dollar) Value (amount of money awarded per salary point): Total merit monies / total salary points

Example: For ease of calculations, let's say the 25% proportion of the pool designated for faculty with overall ratings of higher than "Satisfactory" comes out to a total of \$40,000. We would then have \$40,000 to split among the higher performing faculty based on the annual performance evaluation ratings. If the total of all applicable faculty salary points is 11,000 points, the Salary Point/Dollar Value would be \$40,000/11,000, which equals \$3.64.

Merit Dollar Awards: Salary Points x Salary Point value

*Example: If a faculty member has received a rating of excellent in all three areas (thus 9 annual evaluation points) and has a salary of \$60,000, his/her salary points would equal 540. This would translate to Merit Dollar Award increase of \$1,966 (540 pts * \$3.64).*

Following University directives, for the first year that merit pay is re-instituted, all departments will base merit on the past five years. The Department of Health Sciences proposes that, for subsequent years, the most recent annual evaluation only will be used.

For the five-year calculation, the same process will occur, except five years' worth of evaluations will be calculated in. Thus, if a faculty member has been employed at JMU all five years and has received "excellent" in all categories each of those years, his/her annual evaluation points will be 45. If a faculty member has been employed only two years and received excellent in all areas, the annual evaluation points would be 18, thus accounting for years of service during that merit period.

Example:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total of 5 Years
Faculty Member #1 (employed at JMU all 5 years)	9	9	9	9	9	45 (could use the average also; avg = 9)
Faculty Member #2 (employed 2 years at JMU)	0	0	0	9	9	18 (could use the average also; avg = 3.6)

POLICY 16: MENTORING PLAN

The Department of Health Sciences is deeply committed to the success of new and existing faculty. The faculty are supported through JMU faculty orientation, CHBS faculty orientation, the New Faculty Academy, professional development opportunities (on and off campus) and departmental mentoring. Following the recommendation of the CHBS Dean, the Department of Health Sciences will include the expectation to participate in New Faculty Academy as part of the new faculty member's service responsibilities in the first year.

In the weeks prior to a faculty member's first semester in the department, the Academic Unit Head (AUH) will arrange a meeting to discuss topics of immediate interest to the faculty member (teaching assignments, syllabi including JMU and departmental academic policies, expectations for office hours, the initial evaluation process). The AUH will also offer to meet with the new faculty member at least monthly during the first semester, and more if requested.

The AUH will also discuss the faculty member's desire for a formal mentor within the department during their first year(s). Based on this initial discussion, the AUH will assign a departmental mentor that meets their individualized needs. The faculty mentor will serve as a resource for the new faculty member. Mentoring is intended to:

- Reduce the time it takes for faculty members to acclimate to JMU, the College of Health and Behavioral Studies, and the Department of Health Sciences
- Help faculty members to understand organizational culture and behavioral norms
- Increase faculty member's success in teaching and scholarship endeavors
- Enhance the likelihood of retaining faculty members

The new faculty member will meet with the faculty mentor as needed, typically at least monthly. Suggested/possible topics for mentor meetings are presented below.

Month	New Faculty Academy	AUH / designee meetings	Mentor meetings
Summer		<ul style="list-style-type: none"> • Complete HR onboarding process early* • Arrive at least 2 weeks prior to the start of classes. • JMU, CHBS, and Department opening meetings held week prior to classes. • Provide copy of new faculty resources 	Mentor will schedule August meeting with mentee through email
August		Department Faculty Handbook, FAAP, and other policies (N drive) Canvas development session	Syllabi review Disruptive students; students in crisis Schedule remaining meetings
September	Academic culture and mentoring at JMU	Check-in Spring course scheduling	Canvas review Assessment of learning objectives
October	Who are you as a teacher?	Campus resources	Library Liaison
November/ December	Plan your scholarship at JMU / Communicate your achievements	Student evaluation of teaching and Initial Evaluation process (observation of teaching)	End of semester processes / spring overview
January	How to integrate service into your career	Initial Evaluation	January Symposium
February	Draft a professional development plan	Research and Scholarship opportunities	High impact learning practices / engagement
March	Review the first year	Service opportunities	Research agenda
April	Concluding celebration and reception	Faculty Annual Evaluation process	Planning for leadership in service
May		Mid tenure review process (if applicable)	May Symposium

* A faculty member should contact the HR Onboard Specialist, at 540-568-4473 or onboard@jmu.edu as early as possible. In person Onboarding is required by JMU and must be completed to receive your JMU eid, email, and access to Canvas to develop your courses.

The Mentor's Role

The mentor is expected to act as advisor, coach, supporter and role model to the mentee.

More specifically, the mentor is expected to:

- Meet with mentee at least once a month
- Help mentee access information and available sources of support
- Answer routine questions regarding university, college, and departmental expectations, norms, policies, and procedures
- Maintain confidentiality
- Discuss strategies for effective teaching and scholarship
- Advise mentee on positive and accepted ways of interacting with students, colleagues, support staff, etc.
- Help mentee to prioritize activities, responsibilities and commitments
- Advise mentee on when and how to say "no" to demands on their time
- Act as an advocate for the mentee
- Give constructive feedback when warranted

Mentee Responsibilities

- Interact with mentor on a regular basis
- Maintain confidentiality
- Be proactive about seeking information, help, guidelines from mentor regarding university, college, and departmental expectations, norms, policies, and procedures
- Ask for and give constructive feedback
- Take responsibility for professional growth and success
- Follow through on commitments made to the mentor
- Present needs in an articulate and positive manner
- Respect the boundaries set by the mentor.

POLICY 17: STANDING COMMITTEES

The Department of Health Sciences has two current standing committees s deeply committed to the success of new and existing faculty. The faculty are supported through JMU faculty orientation, CHBS faculty orientation, the New Faculty Academy, professional development opportunities (on and off campus) and departmental mentoring. Following the recommendation of the

COMMITTEE NAME:

PURPOSE:

SCOPE/ROLE of Committee:

GOALS (deliverables):

REPORTING PROCESS:

STANDING COMMITTEES & WORKGROUPS:

MEETING FREQUENCY:

MEMBERSHIP: (list chair and members)

ROLE OF COMMITTEE CHAIR:

COMMITMENT OF COMMITTEE MEMBERS:

CONFIDENTIALITY STATEMENT:

CONFLICT OF INTEREST

HS Standing Committees – Policy – Draft policy under review – 2/14/23