

Faculty Evaluation Policies and Criteria Exceptional Education

The purpose of the faculty evaluation conducted by the PAC is to provide departmental colleagues annual performance reports (APR) as well as to make recommendations for tenure and promotion. As such, the PAC provides faculty with ratings for performance in the areas of teaching, scholarship, and service given the approved department criteria. Additionally, the PAC will provide feedback to faculty prior to tenure and initial promotion regarding their progress toward those benchmarks. The PAC will follow the departmentally approved policies for faculty evaluation. PAC procedures and guidelines are outlined in the JMU Faculty Handbook.

POLICIES

1. The PAC will follow all regulations for faculty review and evaluation as prescribed in the most current edition of the JMU Faculty Handbook.
2. The PAC will provide ratings of unsatisfactory, satisfactory, or excellent only relative to the approved departmental criteria for meeting expectations but regarding quality of completion.
3. The Academic Unit Head will evaluate the quality of job performance and meeting expectations of the job. For example, the AU Head will consider whether or not faculty has attended department meetings, graded student work in a timely manner, as well as required office hours have been posted and observed.
4. Minimal or requisite performance for a satisfactory rating in teaching, scholarship or service is assigned accordingly (see Table 1).
 - a. Minimal expectations for teaching include satisfying criteria number one under teaching performance area I, as well as at least one criterion in each of performance areas II and III.
 - b. Minimal expectations for scholarship include satisfying at least one criterion in each of the three performance areas or two criteria in each of any two areas.
 - c. Minimal expectations for service include satisfying at criterion number one under performance area I as well as three criteria overall in any of the areas.
5. When reviewing faculty performance for APR, tenure, or promotion, individual ratings for teaching, scholarship, and service will be assigned accordingly.
 - a. A rating of unsatisfactory results when minimal expectations for performance are met.
 - b. A rating of satisfactory results when minimal expectations for performance are met.
 - c. A rating of excellent results when minimal expectations are consistently exceeded.
6. When reviewing faculty performance for APR prior to tenure, a comprehensive performance rating will be assigned accordingly (see Table 1).
 - a. A rating of unsatisfactory results when more than one individual rating (teaching, scholarship, and service) of unsatisfactory exists for the designated review.
 - b. A rating of satisfactory results when no individual rating (teaching, scholarship, and service) of unsatisfactory exists, and not more than one rating (teaching, scholarship, and service) of excellent exists.
 - c. A rating of excellent results when two or more individual ratings (teaching, scholarship, and service) of excellent exists.

7. When reviewing faculty performance for tenure and promotion (assistant to associate levels), a recommendation of tenure or promotion will result when the PAC reviews the individual areas of performance (teaching, scholarship, and service) as at least satisfactory with at least one rating of excellent. Additionally, any previous areas of performance (teaching, scholarship, and service) denoted as unsatisfactory MUST demonstrate improvement (see Table 2).
8. When reviewing faculty performance for tenure and promotion (associate to full levels), a recommendation of tenure or promotion will result when the PAC reviews the individual areas of performance (teaching, scholarship, and service) as at least satisfactory with at least two ratings of excellent (see Table 2).
9. When reviewing faculty performance post-tenure, a comprehensive performance rating will be assigned with no more than one individual rating (teaching, scholarship, and service) of unsatisfactory (see Table 2).

**Table 1
APR Ratings**

| Requisite Faculty Performance Areas | Satisfactory Rating Criteria |
|--|--|
| Teaching | criteria number one under teaching performance area I, as well as at least one criterion in each of performance areas II and III |
| Scholarship | satisfying at least one criterion in each of the three performance areas or two criteria in each of any two areas |
| Service | satisfying at criterion number one under performance area I as well as three criteria overall in any of the areas |
| Overall Performance Rating | no individual rating of unsatisfactory exists, and not more than one rating of excellent exists |

**Table 2
Faculty Review Satisfactory Ratings Criteria**

| Type of Faculty Evaluation | Satisfactory Rating Criteria |
|--|--|
| Pre-Tenure APR | no individual rating of unsatisfactory exists, and not more than one rating of excellent exists |
| Tenure & Promotion (Assistant to Associate Levels) | individual areas of performance as at least satisfactory with at least one rating of excellent; additionally, any previous areas of performance denoted as unsatisfactory MUST demonstrate improvement |
| Promotion (Associate to Full Levels) | individual areas of performance as at least satisfactory with at least two ratings of excellent |
| Post-Tenure APR | not more than one individual performance area is rated unsatisfactorily |

TEACHING

| Criterion | Explanation of Documentation |
|--|---|
| Performance Area I: Teaching Effectiveness | |
| 1. Maintain average ratings on student evaluations of teaching.* | Possesses teaching evaluation ratings that average at least a 3.0 – 3.9. |
| 2. Collect student evaluations of teaching other than the standard student written evaluations. | Provides evidence of other evaluations of teaching effectiveness outside of traditional student evaluations. For example, TAP data. |
| 3. Reflects on feedback regarding teaching effectiveness. | Provides evidence of reflection process and impact of results on future teaching effectiveness. |
| 4. Demonstrates instructors' in-depth knowledge and currency regarding content related to course objectives. | Provides documentation of depth, breadth, and currency of course content as directed by approved course objectives. |
| 5. Demonstrates academic rigor expected of students in specific coursework. | Provides evidence of rigor must be present in course objectives, syllabi, and assignments. |
| 6. Demonstrates collaborative approach to planning or implementing coursework with colleagues and experts in related fields. | Provides evidence of collaborative initiatives during course planning or delivery. |
| 7. Participate in professional development activities related to teaching. | Explains the impact of professional development activity specifically on teaching effectiveness. |
| Performance Area II: Teaching Innovation | |
| 8. Revise or update coursework to maintain currency and relevancy. | Provides documentation of how course reflects current issues, problems, research, and knowledge-base in all related fields of study. |
| 9. Develop new courses. | Provides documentation of development of new courses that have been submitted or reviewed for approval at all necessary levels. |
| 10. Translate existing courses to new platforms or alternate formats for delivery. | Provides a description of how alternative delivery and new course platforms have been used to transform existing or new courses. |
| 11. Contribute to overall program curriculum revision and updating. | Provides a description of involvement in departmental, college, or university level review and enhancement of course or program curriculum. |
| Performance Area III: Student Support | |
| 12. Serve as an academic program advisor. | Provides the number of students currently assigned the instructor as an advisor by program. |
| 13. Conducts independent studies with students. | Provides a brief description of the independent studies supervised by student. |
| 14. Advises honors thesis or serves on honor students' thesis committees. | Provides a brief description of each honors thesis advised and committee |
| 15. Evaluates students' comprehensive examinations or equivalent projects. | Provides a list of student comprehensive exams graded. |
| 16. Provide letters of recommendation for program advancement, employment, graduate school, or related programs of study. | Provides a list of student recommendations written. |
| 17. Nominates or participates in the application for student recognition and awards. | Provides a list of student nominations or recommendations written for student recognitions. |

SCHOLARSHIP

| Criterion | Explanation of Documentation |
|--|--|
| Performance Area I: Participant in Scholarly Community | |
| 1. Demonstrates an on-going research agenda. | Provides documentation of on-going research activity. |
| 2. Participates in grant activity. | Provides a list of grant activities. |
| 3. Develops and submits grant proposals. | Provides a list of proposal submissions. |
| 4. Participates in professional development related to scholarly performance. | Explains the impact of professional development activity specifically on scholarly activity. |
| Performance Area II: Dissemination of Scholarly Endeavors | |
| 5. Presents a refereed paper at a professional conference. | Provides a list of submissions. |
| 6. Submits a refereed publication. | Provides a list of submissions. |
| 7. Submits a non-refereed publication. | Provides a list of submissions. |
| Performance Area III: Scholarly Outreach | |
| 8. Conducts an inservice workshop in a school or related work environment. | Provides a list of inservice sessions. |
| 9. Conducts a keynote or participates as a panel participant in a meeting of a professional organization or agency. | Provides a list of keynote addresses or panel participation. |
| 10. Serves a reviewer for professional activity (e.g., conference proposals, publications, curriculum materials, etc). | Provides a list of journals, publishers, conferences involving the review of materials. |
| 11. Provides professional consultation resulting in multiple interactions with a school, agency, or family. | Provides a list of consultative activities. |

| SERVICE | |
|--|---|
| Criterion | Explanation of Documentation |
| Performance Area I: Service to the Institution | |
| 1. Department and College Participation* | Regularly attends Department and College of Education sponsored events, meetings, and other work-related functions. |
| 2. Serve or Lead Department Committees | Serves as a representative or leads a department-wide committee (e.g., PAC). |
| 3. Represent the Department on COE Committees | Represents EXED or chairs a college-wide committees. |
| 4. Represent the Department on University-Wide Committees | Represents EXED or chairs a university-wide committee. |
| 5. Represent the COE on University-Wide Committees | Represents the COE on a university-wide meeting. |
| 6. Serves as a student organization adviser. | Advises a student group or organization at the department, college, or university levels. |
| Performance Area II: Service to the Profession | |
| 7. Hold Elected Office Related to the Profession on Regional, State, National, or International Levels | Completes an elected term to a professional organization at the regional, state, national, or international levels. |
| 8. Professional outreach in the local, regional, state, national or international communities. | Serves to enhance the profession in communities outside of the university. |
| Performance Area III: Service to the Community | |
| 9. Serve on Local Community or Regional Boards or Businesses Related to Profession | Serves as a professional expert on board in community-based organization or business related to faculty expertise or assigned duties. |
| 10. Citizenship | Demonstrates civic engagement as a volunteers or leader in the local community. |

*Required.