MEMORANDUM

To: Dr. Morgan Benton

From: Dr. Eric Maslen, Department Head, ISAT Department

Subject: Annual Performance Evaluation, 2012-2013

CC: Dr. Robert Kolvoord, Interim Dean, CISE

Date: 5 August 2013

Your performance for the 2012-2013 academic year has been evaluated using the ISAT Criteria Guidelines for Annual Evaluation. I have looked at your work in the areas of teaching, scholarship and service.

Teaching

I find your teaching to be ***excellent***. *Your methods are unorthodox but you are very attentive to the problems that students encounter and appear to be refining your approach to respond to these problems. In any case, it's clear that you are an effective and committed instructor and invest a lot of time in seeking to draw your students into a more responsible position of ownership of their educational experience. You are also involved in development of new courses and collaborate effectively with other faculty in these efforts.*

1. A Satisfactory rating requires evidence that the faculty member is dedicated to their teaching responsibilities and performs reliably across their assigned courses. Attainment of this rating can be demonstrated by activities and achievements such as:

   a. Commitment to assigned classes, e.g. thoroughness of class preparation, careful and objective grading, and timely return of tests and papers.

   - *Student comments clearly indicate the depth of your commitment to your assigned classes. The only complaint is some sense that you should be more timely in return of graded (or evaluated) work. Not all students appear to agree with your teaching style, but all seem to acknowledge the motives behind it and the effort you expend in providing a learning environment.*

   b. Course organization, e.g. clearly defined course objectives; course content, syllabi, handouts, readings and/or textbook consistent with the course description; and course level and rigor consistent with student abilities and ISAT practice.

   - *Some student comments suggest that having better defined course objectives would be helpful. Given the structure of your courses, it may be a challenge for your students to know exactly what your objectives are.*

   - *Students are divided on whether or not the rigor of your courses is appropriate: Many say that the grading/assessment policy drives them to take more responsibility for their course engagement and that this leads to higher rigor. Others say that the policy allows them to slide, reducing the rigor. As one might expect, rigor in your framework is primarily driven by*

student aspirations and motivation so it is likely less uniform than for other courses but perhaps the highest levels achieved are higher than with other approaches.

c. Clear and effective communication with appropriate use of teaching resources.

   • *Students report that your classroom and lab / hacking session communication is effective.*

   • *Some students suggest that it would be more effective if you did a bit more lecturing: a mix of learning environments might be helpful.*

d. Mastery of the subject matter.

   • *All of your students consistently remark that your mastery of the subject matter is very high.*

e. Acceptable student evaluations of classes over the period of review.

   • *Your course evaluations were definitely acceptable over the period of review.*

f. Commitment to effective student advising when assigned duties as an advisor.

   • *You were not assigned student curriculum advising duties during the period of this review.*

   • *You advised IKM Concentrators in Tony Teate's stead while he was on sick leave during late January/early February. That consisted of being available during office hours to help students craft a set of courses that suited their talents, interests, and career goals. That was a temporary assignment, so you do not have any very good numbers in terms of how many students consulted with me.*

   • *You mentored two successful senior projects: SmartClickr and the Patuxent Breeding Bird Atlas Geolocator.*

g. Positive attitude toward students, as shown by availability outside of class, assistance with student professional development, and jobs/ graduate school placement.

   • *Your students frequently comment on your personal commitment to their learning and to your helpfulness and accessibility.*

   • *Two of your former Japan study abroad students applied and were admitted into the Japan Exchange and Teaching (JET) Program this year: Laura Lorenz and Hailey Schaeffer*

   • *You found an internship with the VA Department of Historic Resources for James Will*

   • *Your outer office area is a spot known to students where they can collaborate, relax, study, and otherwise interact. Informal conversations with students about their activities and plans are a normal part of your daily experience.*

   • *You continued to run my weekly "hacking sessions" on Monday nights in ISAT 337 this year from 8-midnight. Attendance ranged from as few as four or five, to as many as forty or fifty students on any given night, with averages in the 10-15 range.*

   • *You report:*

      I am emotionally open to students and work actively to create safe spaces for them to talk about the things that are pressing on them. This year I helped a student with the loss of her father to cancer, another student with the suicide attempt of his mother and loss of a 5-year girlfriend, and yet another deal with his feelings of guilt now that he has "escaped" from a very violent Bronx neighborhood. I've helped students make appointments with professional counseling services at Varner House. In general, I consider myself extremely open to students, and genuinely enjoy the opportunity to help them make sense of their lives right now.

h. Personal leadership demonstrated through self-initiative and follow-through with instructional tasks.

   • *You and Emil Salib developed and taught a successful 480 section in Mobile Application Development*

- *You worked with Emil Salib and Nicole Radziwill to revamp the Data Measurement and Data Mining units of the Malta SERM program, which was successfully delivered this spring.*

i. Participation as a valued team member in team teaching, curriculum development, or instructional improvement activities.

- *ISAT 480 in Mobile Web Application Development with Emil Salib*

- *Creation of the Burning Mind Project (http://www.burningmindproject.org) with Nicole Radziwill*

- *Co-advised the SmartClickr project with Emil Salib and Nicole Radziwill*

- *Revamped the Malta SERM course in Data Measurement and Data Mining with Emil Salib and Nicole Radziwill.*

- *Worked with 8 members of the Sustainability Education grant of which I am a Co-PI under Eric Pappas (PI) to develop pedagogical innovations to help students get a deeper understanding of how their behaviors and values do (or do not) line up.*

2. To receive an *Excellent* rating, a faculty member should demonstrate vitality and innovation in their teaching, demonstrate commitment that goes beyond the classroom, and a notably high level of student engagement. The individual should show a dedication to teaching beyond meeting the satisfactory requirements. Attainment of this rating can be demonstrated by activities and achievements such as:

a. Strongly positive student response to teaching, e.g. student-sponsored teaching awards, consistently above average student evaluations, or unusually positive alumni comments.

- *Your teaching evaluations tend to be high. I did not have the evaluation summaries at the time of writing of this letter but my impression from reading the actual evaluations is that they are above average.*

b. Peer recognition of teaching ability and commitment to teaching, e.g. JMU or externally sponsored teaching awards or exceptionally positive reports of peer observation of teaching.

- *None reported for the period of this review.*

c. Evidence of instructional vitality, e.g. developing new courses, methods and materials; innovations in course content or methodology; and use of a variety of teaching methods.

- *ISAT 252/Learning Community (with ISAT 341 and HON 300/ISAT 380): You, Nicole Radziwill, and Rebecca Simmons experimented with creating a learning community across three classes this semester. For example, students in HON 300 were allowed to "subcontract" students in ISAT 341 and ISAT 252 to execute programming and analysis tasks that were the subject of those other courses. You also asked the 120 students in these classes to collaborate before the start of spring semester in a video project designed to forge quick relationships between the classes. Documentation of the general idea and outcome suggests that it was successful.*

- *ISAT 480 Mobile Web Application Development: With Emil Salib. Almost all new software development these days is happening in the context of mobile applications. This area is not only extremely relevant to career prospects for students but it is very engaging and motivating for students. Giving students the tools necessary to develop mobile applications has implications for senior projects and also for attracting new students to the program. As of yet, there are very few other opportunities within JMU for students to be engaged in this kind of programming.*

- *Mindfulness and Positivity-Oriented Pedagogy: A great deal of evidence indicates that cultivating mindfulness (e.g. Langer (1998) The Power of Mindful Learning) and positivity (e.g. Frederickson (2009) Positivity: Top-Notch Research Reveals the 3-1 Ratio that will change your life) can bring significant benefits to learning. All of the courses you taught in*

Fall and Spring began with a 5-minute mindfulness meditation. In addition, you also administered a positivity self-assessment (see http://www.positivityratio.com) and helped students understand the results and also implications for how they conduct their academic lives. Once used to the practice, students responded very enthusiastically to the meditation and positivity elements of the courses, reporting that they were meditating outside of class as well, and using the positivity cultivation techniques to boost their motivation and performance in other courses as well. [Comments on course evaluations support this observation.] Some students even began teaching the meditation practices to friends and family. By the end of the spring semester, students had taken it upon themselves to lead the daily meditations in class. You also collected some quantitative data to shed light on the impact of these practices, namely Kenn Barron and Chris Hulleman's motivation instrument, the MAAS mindfulness inventory, and a combination of the PALS and Elliot/Murayama achievement-goal theory instruments. Data from these will be analyzed over the 2013 summer.

- *Continued development of gradeless pedagogy: The main challenges to teaching without grades have begun to crystallize. The first main challenge is that students don't have any experience with this approach, and so a significant portion of the semester is occupied with students' adjustment to this unorthodox approach. Students' evolution of a content-focused approach to learning is documented in their end-of-semester narratives. The second main challenge is the pressure to compete for students' time with graded assignments in other classes. Students tend to put assignments for your classes on the back burner since they are in competition for grades in their other classes. This pressure was mitigated somewhat by having students make goals with respect to the amount of time they planned to spend on your classes and then having them report back weekly the amount of time they actually spent. The third major challenge is that students are increasingly reporting difficulty with persistence in the face of challenge. Students have a tendency to go easy on themselves and give up when they reach a problem that they are unable to solve. Normally, grades would force them to get over this hump, although frequently at the cost of their motivation/enthusiasm for the subject matter. The experience this year has highlighted the need for the instructor to be able to catch them at the moment just before they give up and give them the support to overcome the hurdle they are faced with. The successes that result provide an injection of excitement and accomplishment that bolsters student persistence in the face of future challenges and also expands students' repertoire of problem-solving strategies.*

d. Leadership in non-traditional learning experiences and activities, e.g. honors research, independent study, class projects, field teaching, etc.

- *Japan 2012 Summer Study Abroad: You took seven students to Tokyo where they lived with Japanese families and studied Japanese language and culture. The trip resulted in a range of insightful student blog entries (http://www.jmuinjapan.net) and in student projects that examined topics ranging from a comparison of skateboarder subculture in Japan and the US, to comparison of food culture, to a look at the epidemic of suicide in Japan. Students returning from the trip became active in the JMU Japanese Language and Culture Club (of which you are the advisor) and shared their new knowledge of Japan with the JMU student body at large through such activities as participation in the Asian Student Union's annual Talent Show.*

- *ISAT 680 Social Media and Decision Support Systems: Dhruvi Shaw, an MSISAT student, completed a paper surveying the influences that social media have had on the traditional IS discipline of decision support systems.*

- *IS 498 capstone project Developing Online Training Materials for the Elton Pentecostal Church Website: Adam Breeden, in order to complete his bachelors degree in the continuing education program, built a website and online training materials for the Elkton Pentecostal Church. This project involved understanding and responding to the needs of a very non-technical audience to maintain their own web presence.*

- *ISAT 492/493 SmartClickr an Online Audience Response System: Co-advised this very successful senior project with Emil Salib and Nicole Radziwill with students Daniel To, Brad Fischer, Jimmy Dempsey, and Billy Godfrey. Results can be viewed at http://www.smartclickr.com. The project resulted in working software that is now being used by people outside of the original project team. Future senior projects will continue this work, and the team hopes to commercialize this project in the future as well.*
- *ISAT 492/493 Patuxent Wildlife Reserve Bird Breeding Atlas Application: Erich Lang developed this online tool to be used by naturalists in the field conducting censuses of breeding bird populations. It combines mobile technology with GPS location and GIS data visualization techniques to automate a once manual, paper-based process.*

e. Quality teaching in a variety of learning contexts, e.g., special lectures, seminars, special studies, discussion groups, etc.

- *Summer 2012 Japanese Language and Culture Experience in Tokyo, Japan*
- *Monday night "hacking sessions" in ISAT 337, every Monday, 8-midnight*
- *Invited lectures in SOCI 341 and GISAT 160 (Pappas) in Fall 2012 on grades in education*

f. Breadth in teaching expertise, e.g. the ability to teach a variety of subject areas, at the upper and lower levels, or courses for non-ISAT majors.

- *You taught courses in Japanese language (JAPN 111, 231, 232, 300, 320, 490) Japanese culture (GHUM 252) primarily to non-ISAT students as part of a summer study abroad*
- *You taught GISAT 160, primarily to non-ISAT majors, a freshman-level critical thinking course*
- *You regularly teach the following courses at the lower and upper levels in ISAT: 252, 340, 348*
- *At the graduate level, you taught Malta SERM 640 in Quantitative Data Analysis and also ISAT 680 independent study in Social Media and Decision Support Systems.*

g. Publication of book chapters, textbooks, or teaching materials.

- *YouTube video "Building a Full Adder with Logic Gates in MMLogic" has reached over 14,000 views http://www.youtube.com/watch?v=v9Op61mfhPE*

h. Presentations and publications on innovations in course content and teaching methodology.

- *Benton, M. C. & Radziwill, N. M., 2013: Bringing the 10 Principles to the Classroom. Burning Man Project Headquarters, San Francisco CA, March 6. More information available at: http://www.burningmanproject.org/2013/02/free-workshop-bringing-the-ten-principles-to-the-classroom#.USj2XqUsnng*
- *Benton, M. C. & Radziwill, N. M., 2013: Less Work, Better Learning, More Fun! Effective Strategies for Teaching Without Grades. JMU Center for Faculty Innovation, Harrisonburg VA, May 6.*

i. Professional development through such efforts as:

- Participation in workshops, conferences or similar activities devoted primarily to improving teaching methods and course content.
  - *None reported for the period of this review.*
- Participating in regional and national pedagogical organizations.
  - *Attended the first meeting of the US House of Representatives STEAM (Science, Technology, Engineering, Art & Math) Caucus on Capitol Hill w/ Nicole Radziwill, 2/14/2013*
  - *AERA member*

j. Leadership in teamwork, e.g. generating a spirit of teaming, building team consensus or capabilities, initiating teams that effectively address ISAT curriculum needs.

- *You have collaborated extensively with Emil Salib and Nicole Radziwill to accentuate the intersection points between IKM and Telecom. Results are evident in the growing vitality of the Telecom program and of the degree to which students are co-concentrating in these sectors. You have begun initial informal discussion of perhaps merging these two academic teams which you hope to continue in the upcoming year.*

k. Instructional leadership, e.g., the ability to initiate and execute constructive change in an ISAT, JMU, or external curriculum.

- *See j) above*

- *Served on the JMU Faculty Senate Academic Policies Committee. Worked with the JMU Registrar to address a perceived problem in upper-division courses in which seats were being "unfairly" taken by students who have failed or withdrawn multiple times, causing shortages in available seats for majors seeking to complete their degrees "on schedule." Data from the Registrar indicated that this problem was not salient enough to warrant further action.*

- *Served as a member of the University-level Course Evaluation Steering Committee under Carol Hurney, which is shepherding the implementation of online course evaluations for all JMU courses. More details in the Service section below.*

l. Demonstrated instructional accomplishments that the PAC deems exceptional.

- *None reported for the period of this review.*

SCHOLARSHIP

I find your scholarship to be **satisfactory**. *You continue to stay abreast of developments in your fields (both software engineering and pedagogy) and to actively engage with a scholarly community.*

1. A Satisfactory rating requires evidence that the faculty member is continuing to learn and stay abreast of developments within his/her field. The activities listed below are examples of evidence that may be used to support a rating of *Satisfactory*. Attainment of this rating can be demonstrated by activities and achievements such as:

a. Membership in relevant professional and scholarly societies and organizations.

- *IEEE Computer Society*

- *ACM*

- *AERA*

b. Participation in professional meetings, field conferences, and other scholarly gatherings.

- *None reported for the period of this review.*

c. Research involving students in independent studies or within the Honors Program.

- *ISAT 680 project on the role of social media in decision support with MSISAT student Dhruvi Shah.*

d. Supervising student independent study and honors projects.

- *See 2d under Teaching above*

e. Presenting papers at regional meetings.

- *None reported for the period of this review.*

f. Publishing in non-refereed journals.

- *Wrote blog posts for the The Burning Mind Project blog (with Nicole Radziwill):*

- *"Students as 'Free Range' Chickens" http://www.burningmindproject.org/2013/03/28/students-as-free-range-chickens/*
- *"At the Gates?" http://www.burningmindproject.org/2013/03/04/at-the-gates/*
- *"Seeding a Learning Community" http://www.burningmindproject.org/2013/02/02/seeding-a-learning-community/*
- *"Balancing the Ten Principles—An Opportunity to Care" http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-an-opportunity-to-care/*
- *"Balancing the Ten Principles—A Roadmap?" http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-a-roadmap/*
- *"Balancing the Ten Principles—Gifts from God?" http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-gifts-from-god/*
- *"Balancing the Ten Principles—Introduction" http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-introduction/*
- *"A Manifestito of the Burning Mind Project" http://www.burningmindproject.org/2012/10/05/manifestito/*

g. Development of instructional or education materials.
  - *Development of plugins for the ISAT 252 website: http://252s13.umatter2.us*

h. Demonstration of professional development through such activities as:
  - Ongoing personal professional development (NSF short courses, attending national meetings, etc.) or an organized program of self-study in a new area of research.
    - *Attended the first meeting of the US House of Representatives STEAM (Science, Technology, Engineering, Art & Math) Caucus on Capitol Hill w/ Nicole Radziwill, 2/14/2013*
  - Securing additional education at professional short courses and conferences.
    - *None reported for the period of this review.*

i. Engaging in unpublished ongoing research.
  - *Wrote a summary of your research activities as part of the Sustainability Education Grant (Eric Pappas, PI)*

j. Presentation of faculty seminars and colloquia.
  - *Benton, M. C. & Radziwill, N. M., 2013: Less Work, Better Learning, More Fun! Effective Strategies for Teaching Without Grades. JMU Center for Faculty Innovation, Harrisonburg VA, May 6.*

k. Reviewing proposals for sponsored government, academic, or industry programs.
  - *None reported for the period of this review.*

2. To receive an Excellent rating, the individual must contribute to the advancement of knowledge. An *Excellent* rating requires evidence from professionals external to JMU that the individual is recognized for scholarly contributions or professional expertise. Attainment of this rating can be demonstrated by activities and achievements such as:

a. Demonstrated contribution to knowledge through a focused, goal directed program of research or other scholarly activity.
  - *You continue to work on pedagogical innovations designed to foster intrinsic motivation, self-discipline, and self-awareness in the pursuit of achieving better learning. The primary vehicles for this during the current evaluation period include:*

- *Creation of the Burning Mind Project along with Nicole Radziwill, which at this stage maintains a blog (http://www.burningmindproject.org) and a Facebook page (https://www.facebook.com/BurningMindProject)*
- *As Co-PI on Eric Pappas' Sustainability Education Grant, you developed instructional interventions designed to increase mindfulness and positivity among students*

b. Receipt of professional achievement awards, or other evidence that demonstrates external recognition of individual professional achievement.

- *None reported for the period of this review.*

c. Invited lectures and/or at national or international conferences.

- *None reported for the period of this review.*

d. Publication of book reviews, discussions, and technical reports in one's professional area.

- *None reported for the period of this review.*

e. Publication of books or monographs in one's professional area.

- *None reported for the period of this review.*

f. Service as editor of a national or international journal or referee of papers for such a journal.

- *None reported for the period of this review.*

g. Recipient of government or foundation grants, awards, or contracts.

- *None reported for the period of this review.*

h. Active research involving students and demonstrable through presentation or publication in a professional forum.

- *None reported for the period of this review.*

i. Publication of ongoing research and other scholarly activity in refereed national or international professional journals or serving as editor of a scholarly volume in one's field.

- *Radziwill, N. M. & Benton, M. C., 2013: Burning Man - Quality and Innovation in the Spirit of Deming. Journal for Quality and Participation, April.*

j. Presentation of papers at national or international professional meetings.

- *None reported for the period of this review.*

k. Initiating a successful grant proposal for external funding and/or directing the resulting project.

- *None reported for the period of this review.*

l. Authoring textbooks or teaching materials.

- *http://252s13.umatter2.us*

m. Professional consulting which reflects recognition of the individual's expertise.

- *Development and launch of the Latista website http://www.latista.com*
- *Development and launch of the LPPC website http://www.lppc.org*
- *For the above websites you provided guidance on the specification and feature set of the websites as well as development of custom Wordpress plugins designed to meet customer needs*

n. Other scholarly achievement, recognition, or professional development which the PAC deems exceptional.

- *The Burning Man project has attracted significant attention as attested to by the numerous exchanges on the Burning Man blog.*

SERVICE

I find your service to be ***satisfactory***. *You are a willing participant in a number of departmental and university committee activities, as well as serving as the department's representative to the JMU Faculty Senate.*

Professional Service includes activities that advance the mission of the University, the College, or the Department; activities that advance one's professional scholarly community; and activities that benefit society in areas related to one's professional expertise.

A Satisfactory rating can be attained through an adequate level of participation in activities such as those listed below. This must include an adequate level of service to ISAT. To receive an Excellent rating, the individual must be at least Satisfactory in performing the activities below, and must demonstrate a higher level of leadership, initiative, effectiveness, and consistency in service. A faculty member who shows serious deficiencies shall be rated as Unsatisfactory.

1. Service that advances the mission of the university, the college, and the department.
    a. Serving and participating as a valued team member on departmental and program committees, task forces, etc.
        - *BSISAT Assessment Committee, member, 2*
        - *BSISAT Recruiting and Diversity Committee, member, 2*
        - *ISAT/BSISAT Notes/minutes taker at faculty meetings, 2*
        - *IKM Academic Team, 1*
        - *Telecom Search Committee member, 4*
        - *ISAT PAC, member, 5*
    b. Serving and participating as a valued team member on college and university committees, task forces, etc.
        - College Teams / Committees:
            - *None reported for the period of this review.*
        - University Teams / Committees:
            - *JMU Faculty Senate, ISAT Department Representative, 4*
            - *JMU Faculty Senate, Academic Policies Committee, member, 1*
            - *CFI TAP Consultant, 2*
            - *JMU Course Evaluation Steering Committee, 1*
    c. Participating in public relations events and student recruiting.
        - *None reported for the period of this review.*
    d. Participating in grant proposals for external funding for teaching and equipment support.
        - *None reported for the period of this review.*
    e. Serving as a faculty advisor to student organizations.
        - *ISAT Honor Society, assisted in event planning and facilitating tutoring activities*
        - *Japanese Language and Culture Club, participated in meetings*
    f. Serving as a satisfactory student curriculum advisor.
        - *You were not assigned student curriculum advising duties during the period of this review.*

- *You advised IKM Concentrators in Tony Teate's stead while he was on sick leave during late January/early February. That consisted of being available during office hours to help students craft a set of courses that suited their talents, interests, and career goals. That was a temporary assignment, so you do not have any very good numbers in terms of how many students consulted with me.*
- *You mentored two successful senior projects: SmartClickr and the Patuxent Breeding Bird Atlas Geolocator.*

g. Initiating and carrying out a program which leads to a significant increase in ISAT or JMU resources, or in ISAT's or JMU's ability to perform its mission.

- *None reported for the period of this review.*

h. A major service or office at the Department, College or University level.

- *Co-Authored with Michael Smilowitz (Communication Studies) and successfully passed a motion to express the JMU Faculty Senate's opinion that differential tuition should NOT be implemented at JMU*
- *Led the effort to write and collect signatures from ISAT faculty expressing our dissatisfaction with the manner in which our feedback was solicited for the University Strategic Planning Internal Analysis Team's SWOT analysis*

i. Service leadership, e.g., the ability to initiate and execute constructive change in the ISAT program.

- *None reported for the period of this review.*

j. Other professional service which the PAC deems to be a leadership contribution.

- *None reported for the period of this review.*

2. Service that advances one's professional scholarly community.
   a. Serving as a referee or reviewer of scholarly articles or textbooks.
      - *Reviewed the manuscript for: Salib, E. H. et. al. (2013) "Designed-for-Motivation based Learning for Large Multidisciplinary Team One Semester Hands-on Network based Course Case Study," ASEE Annual Conference, June 23-26, 2013, Atlanta, GA.* [Were you actually a reviewer (i.e.: through the conference organization), or did you provide advice directly to Emil?]
   b. Reviewing proposals for sponsored government, academic, or industry programs.
      - *None reported for the period of this review.*
   c. Serving as an officer of a professional organization.
      - *None reported for the period of this review.*
   d. Serving as an editorial member of a professional journal.
      - *None reported for the period of this review.*
   e. A major effort conducting workshops, symposia, and training sessions in one's professional area.
      - *None reported for the period of this review.*
   f. Other professional service to the faculty member's professional scholarly community which the PAC deems to be a leadership contribution.
      - *None reported for the period of this review.*

3. Service that benefits society in areas related to one's professional expertise.
   a. A contribution which applies the resources of the University to solving a problem of local, regional, state, national, or international concern.
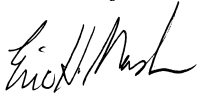
- *None reported for the period of this review.*

b. A major effort to solve a problem at the local, state, national, or international level providing a significant benefit to society and in an area directly related to one's professional expertise.

- *You and Nicole Radziwill have been in regular discussions since Spring 2012 with Ken Newbold of JMU, Joyce Krech and Sara Levinson of the Small Business Development Center (SBDC), and other community business leaders to envision and implement a "Design Lab" for JMU and the local/regional community. You are still in the "fuzzy front end" state.*

c. A major service or office at the local, state or national level related to one's professional competence.

- *None reported for the period of this review.*

d. Other professional service directed at the betterment of society which the PAC deems to be a significant contribution.

- *None reported for the period of this review.*

Summary

In addition to the three areas in which all faculty members work, within ISAT we also emphasize the importance of personal leadership, professional commitment, and professional collegiality. *Over the past year, you have continued to demonstrate a high level of personal leadership and professional commitment. You consistently interact with others in the department and university in a highly collegial manner.*

The faculty handbook states, "In addition to an evaluation in each of the three areas of performance, the faculty member's overall performance must be evaluated as satisfactory or unsatisfactory." Overall, I have assessed your performance for the year to be ***satisfactory***.

Submitted by

5 August 2013

Eric Maslen,   *Date*
Department Head, ISAT

I have reviewed this document, discussed the contents with my department head, and acknowledge this with my signature. My signature does not necessarily mean that I agree with the assessment of my performance.

Faculty Member Signature   *Date*