MEMORANDUM

To: Dr. Morgan Benton

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

Subject: Annual Performance Evaluation, 2013-2014

CC: Dr. Robert Kolvoord, Dean of the College of Integrated Science and Engineering

Date: 11 July 2014

Your performance for the 2013-2014 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***. *You put a lot of effort into your teaching both in simple delivery of your courses as well as in design of them. It's clear that you are constantly trying to find better ways to motivate your students and to find ways to develop intrinsic motivation. Your efforts in curricular development, especially the BSISAT curriculum renewal have been extensive and well considered. Your work with Emil Salib in developing the Mobile Application Development has been very effective and has produced a nice evolution of the IKM and Telecom concentrations.*

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 course evaluations for questions #3, #9, #10, and #15 are:*

Semester	Question	Rating	Dept Mean
Fall 2013	#3	4.00	4.43
Fall 2013	#9	4.64	4.39
Fall 2013	#10	4.27	4.19
Fall 2013	#15	4.20	4.14
Spring 2014	#3	3.79	4.38
Spring 2014	#9	4.76	4.32
Spring 2014	#10	4.29	4.20
Spring 2014	#15	3.80	4.09

- *On question 3, even your most ardent supporters frequently give a low rating. My guess is that they don't know how to evaluate your preparation for class because of your teaching style or that they interpret an extemporaneous approach as indicating a lack of preparation. In any case, you might want to think about what it means more from the perspective of what signals you are sending your students than from the perspective of whether you actually are or are not prepared for class.*
- *On question 15, I'm guessing that this doesn't mean anything because I don't think that you give exams.*
- *For the rest, the evaluations are very good and student comments tend to support the impression that you are perceived as fair and that your feedback is timely.*

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.

- *Student evaluations for questions #11, #13, and #16 are:*

Semester	Question	Rating	Dept Mean
Fall 2013	#11	4.32	4.32
Fall 2013	#13	3.43	3.84
Fall 2013	#16	4.33	4.18
Spring 2014	#11	4.39	4.25
Spring 2014	#13	3.88	3.79
Spring 2014	#16	4.23	4.18

- *These evaluations are very close to departmental means. Students appear to be satisfied with the structure and organization of your courses. Student comments, aside from some complaints about insufficient introduction to programming in 252, are consistent with this impression. A persistent theme in comments on ISAT 252 is that students feel "thrown into" the material and want more of an introduction to coding so that they know how to get started. I'm not sure what the best way to accomplish this is, but you might want to talk to Chris Mayfield in CS about it - he's got some interesting ideas about this.*

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

- *Student evaluations for question #4 were 4.40 in the fall and 4.10 in the spring, compared to 4.38/4.38 departmental means for the same question.*
- *Again, these evaluations are close to the mean. Students frequently comment on how clearly you are able to explain the content of your courses.*

d. Mastery of the subject matter.

- *Student comments make clear that they perceive your mastery of the subject matter you teach to be quite high.*

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

- *Overall evaluations were 4.40 for the fall and 4.33 for the spring. Departmental averages were 4.25 and 4.24 for the corresponding semesters.*
- *These evaluations are clearly acceptable.*

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

- *You were not assigned duties as a curriculum advisor during the period of this review.*

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

- *Student evaluations for questions #5, #6, #7, and #8 are:*

Semester	Question	Rating	Dept Mean
Fall 2013	#5	4.56	4.46
Fall 2013	#6	4.69	4.46
Fall 2013	#7	4.58	4.30
Fall 2013	#8	4.62	4.28
Spring 2014	#5	4.83	4.45
Spring 2014	#6	4.84	4.39
Spring 2014	#7	4.50	4.30
Spring 2014	#8	4.68	4.28

- *These evaluations are all above departmental averages, frequently well above. Student comments relating to your responsiveness to questions, accessibility, and perceived attitude toward them are all very positive. You have a strong rapport with your students and put a lot of effort into ensuring that they are learning the material of your courses.*

- *In the spring, you had open lab from 8AM-Noon every day, M-F, in ISAT/CS 337. You encouraged students to come early and stay as long as they wanted, so that they could get "plugged in" as programmers call being in "the zone." You also consistently spend 4-5 hours in open lab on Monday nights at hacking sessions.*

- *You wrote three letters of reference this year, two of which resulted in successful acceptances on the part of the applicants.*

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

- ***Revised ISAT 480***—*Mobile Application Development with Emil Salib. Mobile app development is a rapidly growing area of computing and telecommunications that is not likely to go away soon. This second iteration improved upon the amount of content, sequence, pacing, and structure of student teams. The course ran much more smoothly than the first iteration from Spring 2013, and will likely be submitted as a CAR to add a new course to the IKM/Telecom concentrations.*

- ***In ISAT 252***—*Programming and Problem Solving, (Spring 2014) you tried a new approach to structuring class time this spring. Programming requires large blocks of relatively uninterrupted time to permit programmers to deal with the cognitive overhead involved. 50 or 75-minute class periods are generally too short to accomplish this effectively. This semester you had open lab (ISAT/CS 337) M-F 8am-noon and allowed/encouraged students to organize their study time so that they could be in the lab and get immediate assistance/ feedback on their programming projects. You were available in the lab for 20 hours each week, even though the two sections for which you had responsibility were technically scheduled for 3 50-minute periods on MWF. A small handful of the more committed/ interested students made good use of the MWF time slots, some arriving as early as 8:30 on a regular basis and staying for 2+ hours. A majority only attended during the regular scheduled time. Very few students took advantage of the TTh lab times. A small minority*

chose not to attend—some of them found it more productive to study on their own, and others just failed to spend a significant amount of time on the course at all.

In addition to 252 students, a number of students from other programming courses, or those working on programming-related senior projects also took advantage of the open lab time. The diversity of students in the lab created opportunities for cross-cohort interactions that were frequently beneficial to both parties. For example, several students from different sections decided to team up to tackle the Deloitte programming challenge and ended up having the winning entry in that contest. Overall, you report that you were happy with the MWF participation, but not the TTh. In the future, you will either drop the TTh lab times, or find another way to encourage students to take advantage of the opportunity.

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

- *Team-taught second iteration of ISAT 480—Mobile Application Development with Emil Salib. Based on improvements over the first iteration in Spring 2013, you will likely be submitting a CAR to have this course added to the IKM/Telecom sector curricula.*

- *Team-taught IE 5005/ISAT 640 Quantitative Data Analysis in Malta w/ Nicole Radziwill and Emil Salib; responsible for data mining portion including data selection, reduction, and cleaning*

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.

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

    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.

- *See the discussions of ISAT 480 (Mobile Application Development) and of ISAT 252 (Programming and Problem Solving) above in section 1h. 480 is in itself an innovative new course primarily for content. 252 added very extensive laboratory hours to enable students to become immersed in programming projects.*

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

- *In GHUM 252—Cross-cultural Perspectives Japan, students took advantage of being in Japan to learn about the culture at sumo wrestling tournaments and morning workouts, at shrines and temples, the largest fish market in the world, and interacting with Japanese college students. This time you took a co-director, Julia Vessey, from the Department of Theater and Dance. Ms. Vessey augmented the experience by teaching Butoh dance in classes, and also through viewing performances, and interacting with Dairakudakan, the premiere Butoh dance company in the world.*

- *Capstone Projects (ISAT 492/493, IA 450) you advised or to which you were a major contributor (9 students):*

- *Morgan, A., Pham, A., Yantz, C. TutorScout. Developed skeleton for online community to provide tutoring to low SES youth in the DC area. Created an instrument and algorithm to match tutors and tutees.*
- *Erney, J. SpotterCharts. Completely rewrote the data model and developed mobile framework for the SpotterCharts system.*
- *Donaghue, L., Hyman, S. SeeTurtles. Developed a mobile app for tracking sea turtles in Malta.*
- *Joffee, D., Morse, E., Somma, E. Japanese Remilitarization. An IA capstone which won an award for best IA capstone looking at factors that might influence Japan's decision to remilitarize, and options the US would have to respond.*

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

- *ISAT 348—The Multimedia Industry. Ran an independent study section of this course for 8 students in the spring. One of the students, Tim Borny, went on to win a significant national award for his project in that class (also his capstone project).*
- *JMU in Japan summer study abroad.*

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 at the 100-, 200-, 300, 400, and 600 levels.*
- *You taught Japanese language and culture through the JMU in Japan summer study abroad.*
- *The study abroad and ISAT 131 had significant numbers of non-ISAT students. Also, a growing number of CS students are taking all of my programming courses.*
- *Courses ranged in structure from one-on-one independent studies, to small group seminars, to standard lecture sections, to predominantly field-based study abroad.*

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

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

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

- *Benton, M. C., 2013: "I Will F You Up! Getting Rid of Grades." Transforming Learning Conference, Black Rock City NV, August 30. (presentation)*
- *Radziwill, N. M. and Benton, M. C., 2013: "The Burning Mind Project - Creating a Culture of Radical Innovation in Technology Education." ATMAE Annual Meeting, New Orleans LA, November 21.*

i. Professional development through such efforts as:

- Participation in workshops, conferences or similar activities devoted primarily to improving teaching methods and course content.
  - *Co-Chaired and attended "Transforming Learning" Conference in Black Rock City, NV (August 30, 2013)*
  - *Attended the summit of the Black Rock Educators Consortium (BREC) (August 28, 2013 at Black Rock City, NV)*
- Participating in regional and national pedagogical organizations.
  - *AERA member*
  - *Participated in Black Rock Educators Consortium (BREC) throughout the year and will serve as Co-Chair in 2014-2015*

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

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

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

- *Worked with N. Radziwill to develop a proposal for a "domestic study abroad" in San Francisco that would focus on socially responsible technology entrepreneurship and serve as a model for a fully integrated socio-technical learning experience. This proposal was presented to the ISAT Program faculty at the April faculty meeting as an example of one direction we may take as part of our curriculum renewal process.*

- *Worked with N. Radziwill to develop "Model 24" which laid out some principles around which the ISAT Program curriculum renewal process might occur. This model combined features of "Model 2" and "Model 4" (hence 24) about which the ISAT Program faculty's feedback was solicited at the 2014 January Summit.*

l. Demonstrated instructional accomplishments that the PAC deems exceptional.

- *You developed an automated system to deliver customized weekly self-evaluation surveys to all students in your programming courses (ISAT 252, 340, 348). The system was composed of a plugin built in the WordPress environment and taking advantage of the Qualtrics API. Students received a personalized link to a survey every Wednesday at 5pm and also three reminder emails if they had not completed the survey. The weekly self-evaluation was a major source of insight to many of the students who were enrolled in these courses.*

SCHOLARSHIP

I find your scholarship to be **satisfactory** *headed toward excellent. You are actively involved in work on educational motivation and have a number of activities aligned with this focus. My sense is that the actual direction of this work is steadily getting clearer to you and as it does, it will become excellent.*

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 member*
- *ACM member*
- *AERA member*

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

- *Attended TEDxBRC in Black Rock City, NV (August 29, 2013)*
- *Co-Chaired and attended "Transforming Learning" Conference in Black Rock City, NV (August 30, 2013)*
- *Attended Business Innovation Factory 9 (BIF9) in Providence, RI (September 17-18, 2013)*
- *Attended Annual Meeting of the Association for Technology Management and Applied Engineering (ATMAE) in New Orleans, LA (November 20-23, 2013)*

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

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

d. Supervising student independent study and honors projects.

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

e. Presenting papers at regional meetings.

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

f. Publishing in non-refereed journals.

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

g. Development of instructional or education materials.

- *You developed an automated system to deliver customized weekly self-evaluation surveys to all students in your programming courses (ISAT 252, 340, 348). The system was composed of a plugin built in the WordPress environment and taking advantage of the Qualtrics API. Students received a personalized link to a survey every Wednesday at 5pm and also three reminder emails if they had not completed the survey. The weekly self-evaluation was a major source of insight to many of the students who were enrolled in these courses.*

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 Charles Eisenstein workshop, "Empowering the Change Agent," Baldwin Center on Bundoran Farm (Charlottesville, VA - August 2-3, 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 an article on the psychology of merit pay. N. Radziwill is adding a discussion about Deming's perspectives on merit pay, and you will be submitting it to Quality Approaches in Higher Education.*
- *Co-PI in the Teach Sustainability grant (Eric Pappas, PI). Your research focuses on developing sustainable attitudes toward learning (i.e. lifelong learning). You are working with Kenn Barron (Psychology) and Chris Hulleman (formerly of CARS, now at UVA) to test and improve upon their instrument for determining student motivation using their Expectancy-Value-Cost framework. You have a draft paper, that is waiting for data analysis.*

j. Presentation of faculty seminars and colloquia.

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

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.

Your research focuses primarily on pedagogical innovation in (higher) education. Some themes of the research include:

- *Criticism of grades and work to develop alternative processes for assessment that incorporate insights from recent research that has been done in motivation and goal orientation, as well as reflecting changing trends in culture, economy and processes by which students transition out of college.*
- *Development of a pedagogy of "mass customization." This entails finding ways to give a personally tailored experience to each student in a course while maintaining the kinds of*

teaching loads that are expected of current educational systems. This kind of pedagogy is expected to enhance student motivation, foster more positive attitudes and behaviors in line with the goal of lifelong learning, regrow and unleash students' capacity for creativity and their tolerance for risk-taking. Ultimately the goal is to help students discover their true strengths and passions, work to hone those strengths, and finally share their strengths with the world.

- *Creation of alternative learning experiences, e.g. a "domestic study abroad" program in socially-responsible, technological entrepreneurship in San Francisco.*

- *Development of technological tools (primarily web and mobile) to support the above pedagogical innovations.*

- *Efforts to build and strengthen the community of educators, students, scholars, and other stakeholders committed to radical reform in education.*

*As examples of this work, you report that you and Nicole Radziwill posted 5 new articles to **The Burning Mind Project** (http://burningmindproject.org) which focuses on quality and innovation in higher education.*

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.

- *Book review published in the April 2014 issue of the <u>Quality Management Journal</u>: :The More Beautiful World Our Hearts Know is Possible." 2013. Charles Eisenstein. Berkeley, CA: North Atlantic Books. 288 pages.*

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.

- *Community Award ($2000) - received from Business Innovation Factory (BIF) in Providence, RI to attend BIF9 innovation summit*

- *March Catalyst Week (~$2500) - received from Downtown Project Last Vegas to participate in four-day event in March; covered lodging and meals.*

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.

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

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

- *Radziwill, N. M. & Benton, M. C., 2013: "The Burning Mind Project - Creating a Culture of Radical Innovation in Technology Education." <u>ATMAE Annual Meeting</u>, New Orleans LA, November 21.*

- *Benton, M. C., 2013: "I Will F You Up! Getting Rid of Grades." <u>Transforming Learning Conference</u>, Black Rock City NV, August 30.*

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.

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

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

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

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

   •   *You and N. Radziwill were personally invited by Tony Hsieh, the CEO of Zappo's, to participate in March Catalyst Week, a gathering of thought leaders hosted by the Downtown Project Las Vegas and co-sponsored by the Burning Man Project. The event's theme was Transformational Experience. This event brings together 20-30 innovators each month for formal presentations and informal conversations geared towards stimulating social innovation. The connections made at the meeting will lead to identifying new senior capstone projects, internship opportunities, and research/service learning opportunities for ISAT faculty and students.*

SERVICE

I find your service to be **excellent**. *You are an active participant on several departmental committees and also serve as the department's delegate to the JMU Faculty Senate. You served on the PAC this past year and that was a rather consuming activity as the PAC had to contend with a number of thorny problems. Your chairmanship of the Faculty Senate's Academic Policies Committee involved development of several substantial policy changes and you were apparently quite effective in this role - beyond accomplishing these policy changes, you were re-elected as the committee's chair. You have a number of other service related activities (Burning Mind, Mpowerd) and you are obviously strongly invested in them.*

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.

      •   *Assessment Committee—active participant—5 hours/month. Revised the annual senior exit interview instrument, and took notes at five sessions.*

      •   *Active participant in the IKM and Social Context academic teams. 4 hours/month.*

      •   *Attended and took notes at nearly all ISAT Program and Department faculty meetings. 2 hours/month*

- *ISAT PAC—active participant—6+ hours/month. You wrote a paper on merit pay, which will be submitted for publication to Quality Approaches in Education, in support of the PAC effort to create a departmental policy on how to distribute merit increases. You also led an effort to update the Promotion and Tenure Guidelines to make it more explicit that personal knowledge of and experience with a candidate is relevant and appropriate to be incorporated into discussions about tenure and promotion decisions.*

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:

  - *ISAT Department representative to the JMU Faculty Senate, 2 hours/month. In addition to attending all but one meeting, I collected and communicated ISAT faculty feedback on motions and activities being conducted by the Senate.*

  - *Chair, JMU Faculty Senate Academic Policies Committee (APC). 3-4 hours/month As chair you organized and facilitated monthly meetings. The APC is probably the most active of all of the Faculty Senate committees. This year the committee addressed and resolved all of the following issues:*

    (a) *Online Course Evaluation at JMU*
    The faculty senate had serious reservations about the implementation of the Blue Response online course evaluation system. You led the conversation with Teresa Gonzalez that led to the administration responding to all of the following concerns:

      (i) *Compelling reason for mandatory implementation: it is no longer mandatory for departments to implement Blue*

      (ii) *Timeline until mandatory adoption: no longer mandatory*

      (iii) *Reasoning behind having university-level items: university-level items made optional*

      (iv) *Control over timing of evaluation period: technical capacity for such control added to the priority development queue for Blue*

      (v) *Security and accessibility of the data: Susan Wheeler is currently drafting a new university policy to make an individual instructor's course evaluations a non-FOIA-able personnel document. (aggregate evaluations are still accessible)*

      (vi) *Assessment of online vs. paper-based evaluation: since Blue is now non-mandatory, departments can conduct their own investigations into this*

    (b) *Instituting a Formal Pre-Exam Reading Period*
    This was a discussion fostered by the shortening of the spring semester by one day to accommodate a 2-day graduation celebration. After considerable research and discussion, it was decided not to push for an official "reading period" in the spring semester.

    (c) *Dedicated IT Staff Support for the Registrar's Office*
    The APC endorsed a request by the administration to hire a dedicated IT employee that would serve only the Registrar's Office. Our stipulation was that the salary for this person would not come from any monies that might otherwise go to faculty lines or salary adjustments. This will speed up modifications to the Registrar's system.

    (d) *Exploring Possibility of Offering Micro-courses, i.e. <1credit*
    This was proposed by you, and was enthusiastically embraced by the APC and Senate at large. Our top priority in the 2014-2015 academic year will be working with the administration and Registrar's office to add this capability to JMU.

> *(e) Fielding a discussion about Differential Tuition with Dean Gowan*
> *The APC hosted a forum for faculty to learn about how the funds generated by the College of Business's new differential tuition system would be used, and to discuss possible broader impacts on the university as a whole.*

- *Member of the JMU Faculty Senate Steering Committee, 2 hours/month*
  You attended meetings and helped set the agenda for Senate meetings throughout the year. You also attended two informal sessions with President Alger and Provost Benson.

- *Online Course Evaluation Steering Committee and the Implementation Subcommittee 4 hours/month*
  In addition to attending full committee meetings, you worked with the subcommittee to hammer out the details of how instructors would conduct online evaluations. The subcommittee addressed issues such as minimum response rates, as well as strategies for boosting response rates, academic literature review of online vs. paper-based evaluations. You wrote the email that went out to faculty with suggestions for strategies to boost response rates. You also provided extensive feedback on the content for the informational website that was being developed to inform faculty about the new system. In light of your other activities on the Senate, this committee was ultimately dissolved and the website shelved.

c. Participating in public relations events and student recruiting.

- *Attended ISAT 20th Anniversary weekend in April 2014*

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.

- *Japan Club—you report that you played a minimal role as advisor this year*

- *ISAT Honor Society—attended and led experiences at investiture ceremonies, facilitated the transfer of authority to access club funds, and facilitated communication between the faculty and IHS*

f. Serving as a satisfactory student curriculum advisor.

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

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.

- *See activities as ISAT Department Senator in 1B above.*

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

- *Over the past year, you have been working w/ N. Radziwill to forge strategic alliances that would help you envision, design, and propose a full-year "domestic study abroad" for ISAT seniors to live and work in San Francisco. You prepared a proposal to be submitted to the National Collegiate Inventors and Innovators Alliance (NCIIA), of which JMU is a member organization, but did not submit due to issues at the department and college level that must be resolved before the program can be officially supported in any variation of its design. The Deloitte Center for the Edge, based in San Francisco, is enthusiastic about supporting this program and possibly being a partner. Additional interest has been expressed by the Bay Area Urban Innovation Exchange, Freespace, Burning Man Project, Burners Without Borders, and the Downtown Project (Las Vegas). You will continue to work with AUH and Dean to bring opportunities identified through these conversations to ISAT students.*

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

- *You nominated and wrote a recommendation letter for Ms. Julia Vessey to receive the Provost's Award for Excellence in Part-Time Teaching. She was successful in receiving the award.*

2. Service that advances one's professional scholarly community.
   a. Serving as a referee or reviewer of scholarly articles or textbooks.
      - *Published a book review of Charles Eisenstein, <u>The More Beautiful World our Hearts Know is Possible</u> for <u>Quality Management Journal</u>.*
   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.
      - *Co-chaired the one-day long Transforming Learning Conference (August 30, 2013 at Black Rock City, NV) w/N. Radziwill that brought together educators and others interested in stimulating life-long learning. This session was sponsored by TEDxBRC.*
   f. Other professional service to the faculty member's professional scholarly community that 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 that 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.
      - *None reported for the period of this review.*
   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 that the PAC deems to be a significant contribution.
      - *You became a Solar Ambassador with Jacques-Philippe Piverger, CEO of Mpowerd, in their Solar Justice Campaign to bring 2500 Luci lights to people in developing communities around the world. Piverger is a Haitian-American and you report that you plan to connect him with Mary Tacy for possible collaboration on further humanitarian efforts.*

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. *Your personal leadership, professional commitment, and collegiality continue to be strong. You are an active contributor to the departmental culture, pushing toward innovation and clarity of purpose.*

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

Eric Maslen,
Department Head, ISAT

11 July 2014

Date

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