MEMORANDUM

To: Dr. Morgan Benton

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

Subject: Annual Performance Evaluation, 2010-2011

CC: Dr. Sharon Lovell, Interim Dean, CISAT

Date: 3 August 2011

Your performance for the 2010-2011 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 classroom teaching performance is at least acceptable and you are working methodically at a rather new view of the classroom, making this "at least acceptable" performance actually a bit remarkable. At the same time, you are looking hard at the larger picture of the Department's and University's teaching missions and actively seeking ways to strengthen these missions. You are engaged with the management of the Department's teaching mission through your roles on numerous committees and are an effective chair or member in each instance.

1. To receive a *Satisfactory* rating for Teaching, a faculty member must demonstrate many of the activities listed below:

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

        •   *Student evaluations of class preparation are somewhat below average for the ISAT department. Evaluations indicate a strong sense that grading is careful and objective but that return of graded materials is a bit slow.*

    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.

        •   *Students had a wide range of response to the ISAT 252 course structure but a common comment was that the course needed more structure.*

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

        •   *Student evaluations indicate that students find your classroom communication to be acceptably clear and effective.*

    d. Mastery of the subject matter.

        •   *Student comments indicate a strong perception that you are a master of the subject matter.*

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

- *Student evaluations of classes over the review period appear to be acceptable - close to departmental means. I did not have access to your fall 2010 course evaluations when writing this review letter.*

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

- *You were not assigned duties as a curriculum advisor. You did advise eight students on their senior thesis projects.*

  "As a senior project advisor I meet each of my students one-on-one (or two-on-one if it's a team project) for at least an hour a week, so given that I advised six projects this year, I probably averaged 5-6 hours per week with my senior project students. In addition, I am available on Monday nights at the weekly "hacking session" that I host for all of my courses. My students frequently come in for extra help during those sessions. I also get students working for other professors to come in as well if they need help on the programming component of the project that they are working on."

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

- *Your accessibility to students is a very strong point, especially through your "hacking sessions" and the work space you provide students in your office.*

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

- *Your work in developing the content and pedagogy of your courses illustrates a high level of self-initiative and follow-through in instructional tasks:*

  - *"Analytical Methods IV: Programming and Problem Solving", ISAT 252, Sections 1, 2 & 4, 78 students, 3 credit hours. (Spring 2011). Pedagogical Innovations: Created a new online system that linked to Qualtrics via which students performed weekly self-evaluations. This was designed to provide them regular feedback on their performance as they worked toward producing a final portfolio of work for the course. Students were evaluated based on their portfolios. New Teaching Materials: Developed an extensive website, including a number of new online videos. Also worked with the students to incorporate a new version control system called Subversion into their weekly workflow.*

  - *"Senior Thesis II", ISAT, 492, 5, 2 students, 2 credit hours, Independent Studies, new course preparation. (Spring 2011).*

  - *"Senior Thesis III", ISAT, 493, 5, 4 students, 3 credit hours, Independent Studies, new course preparation. (Spring 2011).*

  - *"Technology, Science, and Society", ISAT, 131, 1, 11 students, 1 credit hours, Classroom, new course preparation. (Spring 2011). Pedagogical innovations: I was one of a number of faculty who led small-group discussion sections for a new hybrid format for this course.*

  - *"Software Development", ISAT 340, Section 1, 18 students, 3 credit hours, Classroom. (Fall 2010) Pedagogical Innovations: Introduced a portfolio-based evaluation format for the course designed to minimize the negative impact of grades on students' learning.*

  - *"Information & Technology Management", ISAT, 640, EX01, 12 students, 3 credit hours, Classroom, new course preparation. (Fall 2010).*

  - *"Senior Thesis II", ISAT, 492, 23, 5 students, 2 credit hours, Independent Studies, new course preparation. (Fall 2010).*

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

- *You parallel-taught ISAT 252 and IST 340 with Tony Teate.*
- *You team advised at least one senior thesis project with Emil Salib.*

- *You were one of a big group of faculty teaching discussion sessions of ISAT 131.*
- *You team-taught ISAT 640 in Malta with Emil Salib.*

2. To receive an *Excellent* rating, the individual must show satisfactory performance in teaching. In addition, the individual must demonstrate several of the achievements listed below:

   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 during this period of 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 during this period of 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 above, under section 1h. You are constantly working on improvement of your methods of delivery and seeking to improve student motivation.*

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

      - *You advised eight students in senior thesis projects.*

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

      - *You taught most of your courses in a relatively conventional lecture format but your involvement in ISAT 131 had you leading a discussion group every week.*

      - *You designed and intended to lead a study abroad trip to Japan, but were obliged to cancel the trip due to the earthquake/tsunami catastrophe in Japan.*

   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 the full range of levels from freshman to graduate students.*

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

      - *None reported during this period of review.*

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

      - *Benton, M. C., Radziwill, N., M., (2011) A Path for Exploring the Agile Organizing Framework in Technology Education (pp. 4). Salt Lake City, Utah: Proceedings of Agile 2011 Conference sponsored by the Agile Alliance.*

      - *Biesecker, A. G. (Author Only), McGraw, D. K. (Presenter & Author), Tang, J. D. (Author Only), Benton, M. C. (Author Only), Saunders, D. (Author Only), Association for Practical & Professional Ethics, Association for Practical & Professional Ethics, Cincinnati, OH, "Who Teaches Ethics? An Inquiry into the Nature of Ethics as an Academic Discipline", National, Refereed, Accepted. (March 3, 2011).*

      - *Benton, M. C. (Presenter & Author), Radziwill, N. M. (Presenter & Author), 2010 ATMAE Annual Conference, Association of Technology, Management, and Applied Engineering, Panama City, FL, "Using the Agile Organizing Framework to Create Adaptive Learning Environments for Technology Development", National, Refereed, Accepted. (November 9, 2010).*

   i. Professional development through such efforts as:

      - Participation in workshops, conferences or similar activities devoted primarily to improving teaching methods and course content.

        - *ISAT Mini-symposium on teaching innovation, keynote speaker.*

- *CFI TAP Consultant, TAP Consultant, approximately 30 hours spent for the year. (August 2010 - May 2011). Volunteer to conduct a Teaching Analysis Poll (TAP) in 5 courses per semester at the request of faculty who wish to have a TAP in their courses.*
- *Getting to Know your Classroom Climate, Guest Speaker, approximately 20 hours spent for the year. Received high ratings from attendees. (August 2010 - October 2010). Worked with Laura Haas to develop and deliver a CFI Workshop.*

- Participating in regional and national pedagogical organizations.
  - *None reported during this period of review.*

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 served as Chair of the IKM team, helping to coordinate and maintain this aspect of the department's curriculum.*

- *You were strongly engaged in the conversations on academic rigor in the department and participated in the University-wide Academic Rigor Institute.*

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

- *You are working diligently to find better ways to motivate students to learn, pushing hard against the boundaries of traditional course performance assessment and motivational tools. Although your views and efforts are not uniformly applauded by your colleagues, your tenacity and emerging scholarship rigor are earning you an ever-growing audience.*

l.   Demonstrated instructional accomplishments that the PAC deems exceptional.

Scholarship

I find your scholarship to be **excellent**. You have a reasonably focused, goal directed program of research. Your work is receiving attention in a broader scholarly community, leading to contributions to the knowledge base in your field.

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. An individual is expected to show many of these activities:

a.   Membership and participation in professional meetings, field conferences, and other scholarly gatherings.

- *Member, Association for Computing Machinery, ACM, International. (January 1, 2002 - Present). ACM, the world's largest educational and scientific computing society, delivers resources that advance computing as a science and a profession.*

- *Member, IEEE & IEEE Computer Society, IEEE, International. (January 1, 2002 - Present). IEEE is the world's largest professional association dedicated to advancing technological innovation and excellence for the benefit of humanity.*

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

- *None reported during this period of review.*

c.   Supervising student independent study and honors projects.

- *You advised eight students in senior thesis projects.*

d.   Presenting papers at regional meetings and publishing in non-refereed journals.

- *You presented a number of papers in national or international forums.*

e.   Development of instructional or education materials.

- *None reported during this period of review.*

f. 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.
    - *Self-Study Program, "ASP.Net MVC Framework", Professional. (October 1, 2009 - Present). Learned how to build and deploy applications using the newest of Microsoft's entries into the web development world.*
    - *Self-Study Program, "Version Control with Subversion", Professional. (September 1, 2008 - Present). Invested time in learning about using version control in software development and setting up this resource for use with senior project students.*
- Securing additional education at professional short courses and conferences.
    - *None reported during this period of review.*

g. Engaging in unpublished ongoing research.

- *Pappas, Eric C, J. M. U., Benton, Morgan C, "PersonalityPad.org", On-Going, Scholarly. (December 2010 - Present). In contemporary organizational settings, professional development activities are commonly facilitated by multi-source feedback (also called "360-degree feedback"). Multi-source feedback reports provide insight about how individuals perceive themselves compared to how they are perceived by the people around them. Research has shown that the multi-source feedback process typically leads to greater evaluative accuracy and higher levels of participant motivation compared to supervisor evaluations alone. Surprisingly, these well-established professional techniques have not yet been adapted for personal development applications. Our specific purpose is to study the usefulness of multi-source personality feedback for facilitating effective personal goal-setting and intentional self-development. Our broader purpose is to develop personal feedback methodologies that promote self-awareness, self-efficacy, and adaptive change. Personal development applications in the current study relate particularly to an individual's ability to adopt a more sustainable lifestyle—in a variety of contexts (intellectual, social, psychological, environmental, philosophical, and economic). Such behavior is one of the themes of the PI's current NSF grant: IEECI: Integrating Developmental Instruction in Sustainability Contexts into an Undergraduate Engineering Design Curriculum (#0933948). Personality Pad is up and running, and collecting data for a variety of studies. We will improve the site functioning this summer and add two projects to the site. Since the site is predominantly a research platform, we will encourage faculty to use it.*
- *"I began a new research partnership with Eric and Jesse Pappas. In the pursuit of this I was able to get JMU to purchase API access to Qualtrics. With that we were able to build a website that led nearly 300 students in ISAT 160 through a guided self-reflective assessment of their personality characteristics. The particular form of assessment we used was called multi-source feedback, or 360° evaluation. This research was funded by a grant that I am on with Eric, and provided very positive results that we used in the preparation of a second grant to NSF for approximately $500K that would focus on increasing students' awareness, skills, and behaviors towards sustainability. Not only does the research have promise, but the online tools we've developed may have commercial potential as well."*
- *"I made significant progress towards having a more mature model for a course that does not involve grades as part of the assessment regime. In the fall and in the spring I used semester portfolios in all of my courses. There were some spectacular success and spectacular failures, but on the whole I found the students' performance to be no better or worse than I would suspect using more traditional means of assessment. While I find these results disappointing, I'm developing a more nuanced understanding of the different motivational patterns under which students operate, and thus I'm better able to create pedagogical structures that anticipate these students' needs and respond to them better. I continue to work on the software tools that will allow me to monitor students' progress with much greater detail and regularity so as to be able to direct my attention to those students who need it most. I hope to*

have time to put a lot more work into that this summer so that I can test the new tools in the fall. The research that I'm conducting with Nicole Radziwill (for which we had two publications and a presentation this year), dovetails well with these pursuits.

h. Presentation of faculty seminars and colloquia.

- *Benton, M. C. (Presenter & Author), ISAT Department Mini-Symposium on Pedagogical Innovations, ISAT Department, Harrisonburg, VA, "Beyond Dogma: Tales of a Grading Heretic", Local, Invited. (May 13, 2011).*

- *Benton, M. C. (Presenter & Author), Faculty Flashpoint: Egypt, JMU Center for Faculty Innovation, Harrisonburg, VA, "The Impact of Social Networking on the Arab Spring in Egypt", Local, Invited. (February 4, 2011).*

- *Benton, M. C., Radziwill, N. M., CISAT Faculty Research Day, "Using the Agile Organizing Framework to Create Adaptive Learning Environments for Technology Development", Local. (October 1, 2010).*

i. Reviewing proposals for sponsored government, academic, or industry programs.

- *None reported during this period of review.*

j. Initiating a grant proposal for external funding.

- *Benton, M. C. (Co-Principal), Pappas, E. C. (Principal), Hulleman, C. (Co-Principal), Frazier, H. (Co-Principal), Grant, Scholarship, "Research into Instructional Content and Methodologies for Teaching Sustainability", National Science Foundation, Federal, $512,000.00, Currently Under Review. (sub: February 2, 2011).*

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. The individual must demonstrate several of the achievements listed below:

a. Demonstrated contribution to knowledge through a focused, goal directed program of research or other scholarly activity.

- *Your primary research direction appears to me to relate to student motivation and performance assessment. This leads to an ongoing experimental process in the classroom backed by immersion in the relevant literature. It appears to be a credible line of research and suitable to the department but also appears not to have produced traditional, tangible results yet. That said, it seems clear that you are working toward making a substantial contribution to the broader scholarship of student motivation and assessment.*

- *At the same time, you have a couple of productive collaborations: with Radziwill in application of the Agile Organizing Framework, with Pappas in use of software assessment tools in a number of contexts, and with McGraw et al on the teaching of ethics. Each of these collaborations has lead to externally recognized scholarly products.*

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

- *None reported during this period of review.*

c. Invited lectures and/or publication in the proceedings of national or international conference.

- *Radziwill, N. M. (Presenter & Author), Benton, M. C. (Author Only), International Conference on Software Quality (ICSQ), American Society for Quality (ASQ), San Diego, CA, "Applying the Agile Organizing Framework to Team Management", International, Refereed, published in proceedings, Invited. (February 8, 2011). Using theoretical constructs from the literature in complex adaptive systems (CAS), researchers observed that agile software development teams demonstrate six emergent capabilities. We describe how to apply these to managing software development teams.*

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

- *None reported during this period of review.*

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

  - *Reviewer for the Journal of Information Systems Education and reviewed two articles this year.*

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

  - *Benton, M. C. (Co-Principal), Pappas, E. C. (Principal), Watson, H. (Co-Principal), Nagel, R. (Co-Principal), Grant, Scholarship, "Teaching, Integrating Developmental Instruction in Sustainability Contexts into an Undergraduate Engineering Design Curriculum", National Science Foundation, Federal, $150,000.00, Funded. (sub: March 11, 2009, start: August 2009, end: August 2012).*

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

  - *None reported during this period of review.*

h. 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 during this period of review.*

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

  - *Benton, M. C., Radziwill, N., M., (2011) A Path for Exploring the Agile Organizing Framework in Technology Education (pp. 4). Salt Lake City, Utah: Proceedings of Agile 2011 Conference sponsored by the Agile Alliance. Publicly available. When the Agile Organizing Framework (AOF) is examined through the lens of the social constructivist pedagogy, principles and practices that define an agile learning environment emerge. This paper presents a translation of the AOF to fit the context of instruction in higher education based on the social constructivist perspective, and is not limited to software engineering education. Additional research is needed to observe, test and validate each of the agile enablers and inhibitors in the classroom, and to determine which principles and practices best contribute to the achievement of learning objectives. Furthermore, we hypothesize that integrating elements of the agile learning environment into agile software development methodologies could enhance a team's ability to successfully synchronize exploitation (the continuous improvement of existing products and practices) with exploration (the identification and implementation of breakthrough innovations).*

  - *Benton, M. C., Pappas, J., Pappas, E. C. (2011). WordPress+Qualtrics: A Plugin Supporting Research and New Pedagogy to Develop Personal Sustainability via 360° Evaluation (pp. 9). Detroit, Michigan: Proceedings of the 17th Americas Conference on Information Systems., publicly available, http://www.wikicfp.com/cfp/servlet/event.showcfp? eventid=11309&copyownerid =15176. Fostering deep and meaningful self-reflection that leads to action, growth, and personal change among students challenges professors of large classes. Over 280 students in a single lecture course on critical thinking were asked to take part in a self-analysis and also were provided multisource (360°) feedback. The combination of personalized feedback from the self and from known others appears to facilitate processes related to self-insight and developmental goal setting. This pedagogical approach would not have been possible without the development of software integrating WordPress, a popular, free, open-source content management system (CMS), with Qualtrics, an online survey tool. This paper describes how this technology served both as a pedagogical tool, as well as a research tool.*

  - *Biesecker, A. G. (Author Only), McGraw, D. K. (Presenter & Author), Tang, J. D. (Author Only), Benton, M. C. (Author Only), Saunders, D. (Author Only), Association for Practical & Professional Ethics, Association for Practical & Professional Ethics, Cincinnati, OH, "Who Teaches Ethics? An Inquiry into the Nature of Ethics as an Academic Discipline", National, Refereed, Accepted. (March 3, 2011). This paper presents an empirical study of the*

educational backgrounds of professors currently teaching college- and university-level ethics courses in the U.S. The research suggests that most professors teaching ethics courses offered through philosophy departments have credentials in philosophy, but that the largest number of ethics courses are taught outside philosophy departments by professors who have no degrees in philosophy.

- *Benton, M. C. (Presenter & Author), Radziwill, N. M. (Presenter & Author), 2010 ATMAE Annual Conference, Association of Technology, Management, and Applied Engineering, Panama City, FL, "Using the Agile Organizing Framework to Create Adaptive Learning Environments for Technology Development", National, Refereed, Accepted. (November 9, 2010).*

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

- *see section 2f, above.*

k. Authoring textbooks or teaching materials.

- *None reported during this period of review.*

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

- *For Profit Organization, Web hosting and development, Compensated, approximately 100 hours spent for the year. (November 1, 2005 - Present). Provision of website analysis, implementation, and maintenance services to individuals, small businesses, and academic organizations.*

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

Service

I find your service to be **excellent**. You are effective and willing in conduct of service roles that you are asked to perform. You also seek out and volunteer to perform additional service roles, take this service seriously, and are effective and engaged in this work. You have engaged in service at all levels of the University as well as in your external professional community and in the local community.

To receive a Satisfactory rating for Professional Service, the individual must participate in many of the activities listed below at an acceptable level, and must provide an adequate level of service to the ISAT Department. To receive an Excellent rating, the individual must be at least Satisfactory in performing the activities below, must demonstrate leadership in service, and must demonstrate many of the achievements listed below at an extraordinary level. A faculty member who shows serious deficiencies in either quality or quantity of effort shall be rated as Unsatisfactory.

1. Service that advances the mission of James Madison University, the College of Integrated Science and Technology, and the Department of Integrated Science and Technology.

a. Serving and participating as a valued team member on Departmental, College and University committees, including ISAT representative to the Faculty Senate.

- *Departmental*
  - *Assessment Committee, Committee Member, approximately 30 hours spent for the year. Developed and delivered an advising survey. Advised the Associate Dean on portfolio systems. (August 2010 - May 2011). Attend meetings, assist with various ISAT program assessment activities, work with Mary Handley on the development/procurement of a portfolio system, took notes for A-Day interviews.*
  - *Curriculum and Instruction Committee, Committee Member, approximately 15 hours spent for the year, appointed. (August 2010 - May 2011). Attend meetings, stay abreast of CAR/PAR proposals that come to the committee, vote on committee decisions.*

- *Department and Program Faculty Meeting Minute Taker, approximately 16 hours spent for the year, appointed. (August 2010 - May 2011). Take attendance and minutes at ISAT Program and ISAT Department Faculty Meetings. Upload them to the departmental Blackboard site.*
- *Foundations Committee, Committee Member, approximately 10 hours spent for the year, appointed. Revised the ISAT 252 CAR and entered it into the OCR. (August 2010 - May 2011). Attend meetings, carry out various tasks assigned by the committee that pertain to the ISAT 252 course that I represent on the team.*
- *IKM Team, Committee Chair, approximately 20 hours spent for the year, elected. Engaged in a discussion of our upper division curriculum and began a process for revision. (August 2010 - May 2011). Convene meetings, take attendance and minutes, set agendas.*
- *Recruitment Committee, Committee Chair, approximately 50 hours spent for the year, elected: Fall Recruiting Event Staffing CHOICES/Take A Look Day Events, Attending Recruiter Lunches, Won an IDEA Grant, Presentation at VA School Counselor's Association Meeting. (August 2010 - May 2011). Convene meetings, take attendance, set agendas, make sure minutes are taken and distributed.*
- *SCOTS Academic Team, Committee Member, approximately 20 hours spent for the year. Created and ran an experimental hybrid version of ISAT 131. (August 2010 - May 2011). Attend meetings, advise on decisions before the committee*
- *Web Advisory Committee, Committee Chair, approximately 50 hours spent for the year, appointed. Added research and academic concentration sections to the website. (August 2010 - May 2011). Oversee development and maintenance of the ISAT Departmental web presence.*
- *ISAT Golf Challenge Committee, Committee Member, approximately 10 hours spent for the year. Held a successful fundraiser for the Dick Roberds Scholarship. (August 2010 - September 2010).*
- *Liaison to IHS, and coordinated content for the ISAT Website*

- *College*
  - *Bridging the Valley--Course for Freshmen, Invited Guest, approximately 2 hours spent for the year. (November 19, 2010). Joined Jennifer Sowers' students for lunch to talk to them about STEM studies and careers in the programming and web development area.*

- *University*
  - *QEP Whitepaper Team, Committee Member, approximately 20 hours spent for the year. (May 2011 - June 2011). Help to put together a white paper fleshing out the plan behind a QEP proposal designed to create a structured course redesign process for JMU*
  - *Asian Studies Minor Steering Committee, Committee Member, approximately 5 hours spent for the year. (August 2010 - May 2011). Attend meetings, aid in working on the Asian Studies Symposium, help put together courses related to Asian studies at JMU*
  - *CFI TAP Consultant, TAP Consultant, approximately 30 hours spent for the year. (August 2010 - May 2011). Volunteer to conduct a Teaching Analysis Poll (TAP) in 5 courses per semester at the request of faculty who wish to have a TAP in their courses.*
  - *Petition to Purchase Qualtrics API Access, Petitioner, approximately 10 hours spent for the year. This proposal was successful and JMU now can write web applications that make direct connections to Qualtrics' database. (October 2010 - December 2010). I put together a proposal for Dale Hulvey to get JMU to purchase access to Qualtrics API.*
  - *Online Course Evaluation Software Evaluation, Attendee, Meeting, approximately 6 hours spent for the year. (October 2010 - November 2010). I attended demos from three vendors of online course evaluation software and offered feedback to Sarah Cheverton*

- *Getting to Know your Classroom Climate, Guest Speaker, approximately 20 hours spent for the year. Received high ratings from attendees. (August 2010 - October 2010). Worked with Laura Haas to develop and deliver a CFI Workshop.*
- *Preface Conversations with Faculty Facilitator, Faculty Advisor, approximately 5 hours spent for the year. (August 2010). Read a number of articles on the DNA Age and lead a discussion with new freshmen during orientation*

b. Participating in public relations events and student recruiting.

- *Recruitment Committee, Committee Chair, approximately 50 hours spent for the year, elected: Fall Recruiting Event Staffing CHOICES/Take A Look Day Events, Attending Recruiter Lunches, Won an IDEA Grant, Presentation at VA School Counselor's JAssociation Meeting. (August 2010 - May 2011). Convene meetings, take attendance, set agendas, make sure minutes are taken and distributed.*

c. Participating in grant proposals for external funding for teaching and equipment support.

- *None reported during this period of review.*

d. Serving as a faculty advisor to student organizations.

- *ISAT Honor Society, Faculty Advisor, approximately 10 hours spent for the year. (August 2010 - May 2011). Provide support for IHS activities, liaison between IHS and the faculty.*
- *Japan Club, faculty advisor.*

e. Serving as a satisfactory student curriculum advisor.

- *You were not assigned duties as a curriculum advisor. You did advise eight students on their senior thesis projects.*

f. 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.

- *Petition to Purchase Qualtrics API Access, Petitioner, approximately 10 hours spent for the year. This proposal was successful and JMU now can write web applications that make direct connections to Qualtrics' database. (October 2010 - December 2010). I put together a proposal for Dale Hulvey to get JMU to purchase access to Qualtrics API.*

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

- *Taking and organizing the minutes of departmental faculty meetings was a major service to the department.*
- *You were also strongly instrumental in getting the department's website restructuring to its present, nearly completed state.*

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

- *you chaired two ISAT committees: IKM and recruiting.*

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

2. Service that advances one's professional scholarly community.

a. Serving as a referee or reviewer of scholarly articles or textbooks.

- *Reviewer for the Journal of Information Systems Education and reviewed two articles this year.*

b. Reviewing proposals for sponsored government, academic, or industry programs.

- *None reported during this period of review.*

c. Serving as an officer of a national or international professional organization.

- *American Society for Quality--Software Division, ASQ, Regional Coordinator for Region 11, International. (January 1, 2010 - Present). ASQ is the world's leading membership organization devoted to quality.*

  d. Serving as an editorial member of a professional journal.
    - *None reported during this period of review.*

  e. A major effort conducting workshops, symposia, and training sessions in one's professional area.
    - *None reported during this period of review.*

  f. Other professional service to the faculty member's professional scholarly community which the PAC deems to be a leadership contribution.

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 during this period of 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 during this period of review.*

  c. A major service or office at the local, state or national level related to one's professional competence.
    - *Thomas Harrison Middle School PTA, Member, Harrisonburg, VA, USA, approximately 15 hours spent for the year, Local. (October 2010 - Present). Worked with the PTA to develop a multilingual website.*
    - *Friendly City Food Coop, Member, Harrisonburg, VA, USA, approximately 4 hours spent for the year, Regional, Because of fundraising activities, store is expected to open in summer 2011. (October 2008 - Present). Working to bring healthier, more environmentally friendly, and sustainable foods to Harrisonburg at an affordable price*
    - *Harrisonburg City Schools Gifted Advisory Committee, Committee Member, Harrisonburg, VA, USA, approximately 12 hours spent for the year, Local. Worked to flesh out the plan we made last year to expand the definition of "gifted" and provide more specialized services to a broader range of students in Harrisonburg. (August 2010 - May 2011). Work with teachers, administrators, and other parents in Harrisonburg City Schools to oversee the delivery of services to gifted and talented students*

  d. Other professional service directed at the betterment of society in the area of one's professional competence which the PAC deems to be a significant contribution.

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. *I find you to exhibit consistent personal leadership, strong professional commitment, and a very high level of collegiality. Despite the sometimes controversial nature of your classroom methods, you remain engaged and an effective voice in the department.*

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 entirely satisfactory.

Submitted by

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*