

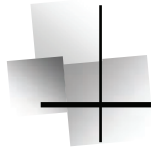
College of Community and Public Service  
Grand Valley State University

# **Guidelines and Procedures for Personnel Review and Sabbatical Leave Applications**

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**A u t h o r e d b y t h e C o l l e g e P e r s o n n e l C o m m i t t e e**

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## Guidelines and Procedures

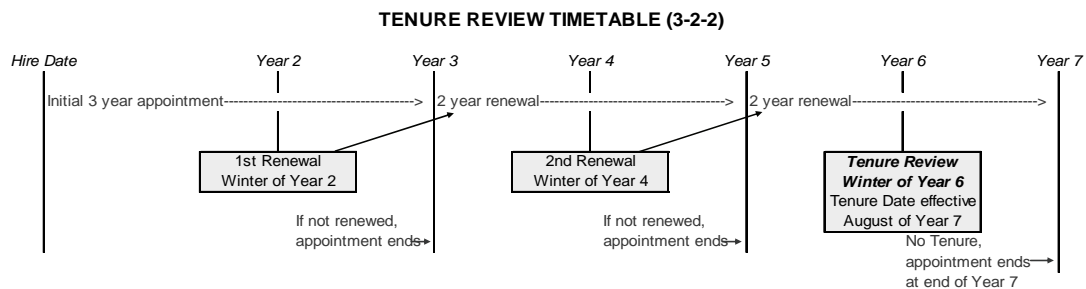
for

## Personnel Review and Sabbatical Leave Applications


These guidelines and procedures have been developed by the Personnel Committee of the College of Community and Public Service (CPC). This document was designed to help facilitate the preparation of faculty personnel action portfolios and sabbatical proposals. These instructions are not, and should not be, used as evaluative criteria. The listing of possible items to be included under each heading (Teaching, Scholarship, Unit and University Service, and Community Service) are intended to provide organizational structure and ideas. Many items listed under each heading may not apply to specific units and faculty should refer to their unit criteria to see which items are relevant. The committee has spent considerable time evaluating the candidate, unit and CPC responsibilities under the university's faculty personnel policy and has produced this document in an effort to increase the efficiency and effectiveness of this process within our college.

The initial faculty contract is issued for three years upon hire with expiration at the end of the winter semester of the third academic year. The **standard** progression of the faculty personnel policy involves three formal reviews (the timeline stated may be affected by credit towards tenure upon hire, etc.). All reviews occur during the winter semester **prior** to the expiration date of the issued contract to allow a grace period of a full academic year before expiration, in case of a negative decision. The first contract renewal review takes place during the winter semester of the second year of the contract with the second review taking place during the winter semester of the fourth year. The tenure review then occurs during the winter semester of the sixth year.

The timetable below is a useful visual reference of the review process.



At the time of each of the specified reviews, the candidate must provide documentation in the form of a portfolio in support of his or her personnel action, whatever the specific action may be. All portfolios **except** those requesting



“promotion only” should address the **total career of the candidate as a member of the college faculty**. The promotion-only portfolio should be **limited to the years since the last promotion**.

**NOTE:** Request for promotion can only be initiated upon written notification to the Dean.

The deadline for application from **Assistant Professor to Associate Professor** is the **first day of the winter semester**.

The application process for **promotion to Professor** was changed effective Fall 2011. Following is the pertinent information from the Administrative Manual:

All reviews for promotion to Professor shall take place in the fall semester. Materials shall be submitted by the candidate to the unit by the first day of class in the fall semester. The candidate shall notify the Dean of his/her intent to apply for promotion to Professor in writing by **March 30**. When a candidate for tenure is also requesting a promotion to full professor, the materials for both actions shall be submitted by the first day of class in the Fall semester and both reviews shall occur during the Fall semester.

The candidate’s complete portfolio is to consist of no more than two binders. The purpose of each of these binders can be readily explained by the phrase, **“Make your case in Binder 1 (the Review Materials); support your case in Binder(s) 2 (the Appendix)”**.

#### CONTENTS OF THE PORTFOLIO

**BINDER 1 (Review Materials)**

- I. Table of contents**
- II. Curriculum Vitae**
- III. Effective Teaching Performance**
- IV. Professional Achievement in the area of responsibility**
- V. Unit and University Service**
- VI. Community Service**

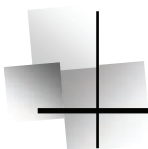
**BINDER(S) 2 (Appendix)**

**(2A, 2B, etc.)**

All supporting material

**NOTE:** Official copies of teaching evaluations, Faculty Activity Reports and workload plans for Binder 1 will be provided by the Dean’s Office.

Members of the reviewing committees appreciate portfolios that are short, concise, and well organized. They need clear documentation and explanations that are brief and to the point. Lists of accomplishments may not convey important information if not properly documented and explained; duplication of items and lengthy explanations must be avoided.



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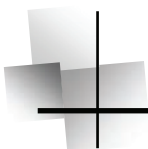
NOTE: Once the portfolio leaves the possession of the unit, and except for specific requests made of the candidate for additional information, the only additional materials that may be submitted to the unit chair, dean, or college or University Personnel Committees are those which provide definitive answers to questions raised in the portfolio or which bring to finality issues left open in the original file. Examples would include notification of the acceptance of a work listed in the portfolio as “submitted,” notification of publication of something that was listed as “in press,” the most recent semester’s teaching evaluations, etc. Depending on where the portfolio is in the process, submission of such materials should be made to the unit chair or dean. They will be dated, added to the portfolio and marked to indicate which of the evaluators (chair, dean, unit committee, or college committee) has reviewed them.

## **FORMAT AND STYLE**

The binders are to be assembled according to the following instructions.

### **Binder 1 (the Review Materials)**

- This binder contains the Review Materials identified above, which should be assembled in one three-ring binder not larger than one and one-half (1½) inches. The candidate should limit the volume of the review materials appropriately, and use labeled dividers that clearly separate and identify major sections and subsections of the binder according to the outline in the indicated order.
- Candidates should keep the submission materials succinct and compact, minimizing "white space" by consolidating information as tightly as possible.
- Text should be single spaced except where clarity of presentation and ease of reading requires double spacing.
- In preparing Binder 1, candidates should seek to minimize the number of pages by consolidating information as compactly as practicable (e.g., by combining disparate data into tables or charts). To the extent possible, lists and tables of data should be incorporated into the text in appropriate locations rather than added at the end of a section.
- Current written evaluations of the unit committee/chair, dean, and college committee will be added and paginated in sequence at the end of the binder when the portfolio is forwarded to the Dean's Office for the CPC.
- Candidates should avoid statements or claims in the review materials that are not easily accepted at face value and/or cannot be documented. This will eliminate generalizing without evidence.



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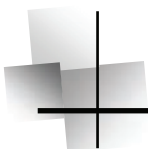
## **Binder(s) 2 (the Appendix)**

- Binder(s) 2 should be a three-ring binder (additional binder is allowable, if needed), organized and labeled according to the same organizational structure (letters, numbers, etc.) used in Binder 1, to be made available to the unit, college, and University Personnel Committees.
- The materials in this appendix should be limited to those that will make a difference in understanding or verifying statements made in Binder 1.

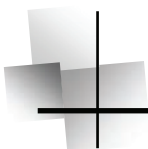
## **DESCRIPTION OF THE CONTENTS OF BINDERS 1 AND 2** *(Italics indicate quotations from the Faculty Handbook.)*

### **Binder 1 (the Review Materials)**

- I. Table of contents (pagination begins on this page)
- II. Curriculum Vitae
- III. ***Effective teaching performance.*** *Effective teaching facilitates student learning and includes, but is not limited to, knowledge of the field taught, classroom and mentoring performance, and communication and human relations skills...Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations.* This should be in narrative form and include the following:
  - A. Candidates should provide a statement of their teaching philosophy, along with a description of the candidate's current approaches to teaching and how these relate to their overall philosophy. This section should include a brief description and explanation of teaching methodologies, innovative instructional techniques (such as team-teaching, teacher-student collaboration on research projects, student teamwork projects), use of instructional technology, development of pedagogical materials, highly significant course revisions, evidence of encouraging student creativity and independent thinking, and so on. (It is understood that not everyone will have something to say on all of these items; and descriptions of course development should be kept to the point.)
  - B. Candidates must provide tables with a narrative summary of student evaluations for the past (how many years of) of actual teaching preceding the fall of the year in which the candidacy is being considered. In addition, a reflective discussion regarding these evaluations should be provided. NOTE: copies of official student evaluations will be placed in Binder(s) 2. This documentation is provided by the Dean's Office, and only copies bearing that official documentation seal will be considered. Other teaching evaluation survey materials should be placed in the appendix. No raw data is to be included.

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- C. Candidates must provide evidence of in-class peer visitation in the candidate's unit. These documents are to be obtained from the unit chair if they are not in the candidate's possession and are required for all personnel actions.
  - D. Candidates can include descriptions of professional teaching development activities in which the candidate has participated, such as workshops, institutes, research on pedagogy, teaching-related publications, certification work, etc.
  - E. Candidates should provide a list of independent studies courses supervised by the candidate.
  - F. Candidates should provide titles and names of student authors of GVSU theses and projects directed by the candidate since the last promotion or tenure, and an indication of one's participation in master's related activities.
  - G. Candidates may provide any other pertinent evidence of teaching effectiveness, such as teaching-related awards. The binder itself should not include copies of such awards or of student surveys the candidate may have used that are not official University, College, or Unit documents. Such materials may be placed in the appendix at the discretion of the candidate. Only references to them should be in the review materials.
  - H. Candidates should provide documentation of the number and level of pre-major, major, and graduate students for whom the candidate has been the adviser. The candidate should also describe very briefly the candidate's approach to advising, and indicate such evidence of effectiveness as may be available. The review materials should not include letters from students, parents, etc.; although these may be included in the appended supplementary materials if deemed genuinely significant.
  - I. Candidates should provide verification of teaching-related activities requiring travel to other locations (such as travel abroad, distance learning at satellite locations).
  - J. Candidates must provide past Unit Recommendation Reports, appointment letters, and all personnel action memorandums from the College Personnel Committee and the Dean which are on record in the Dean's Office. This documentation is provided by the Dean's Office, and only copies bearing that official documentation seal will be considered.

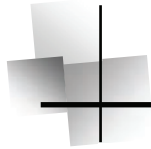
IV. **Professional achievement in the area of responsibility.** *This includes, but is not limited to, professional research, creative activities, scholarly writing, scholarly presentations at conferences, participation in professional activities, degrees and continued education, and holding official positions in professional organizations.*



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*For work to be evaluated and rewarded as scholarship, there must be a result or outcome of the work that is disseminated in forms appropriate to its campus, local, state, national or international audiences (presentations to workshops, colloquia, conferences; print, digital or media publication, etc.) This is in keeping with the faculty role in the workload policy and at Masters level universities that require faculty to be engaged in teaching and professional service and to disseminate the results of their scholarly projects in order to make a contribution to their discipline.*

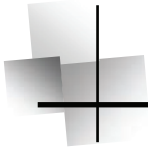
- A. Candidates should provide a statement of the candidate's philosophy of, and approaches to, scholarship. This should include a short description of the candidate's scholarly agenda, plans, and methods, in language accessible by those from other disciplines, showing where their scholarly efforts fit into an overall research plan.
- B. Candidates should include a list of scholarship as identified below. (These categories and order of listing are for presentation purposes; they do not imply any assumed order of importance. Each item should be appropriately documented, as indicated in the box below.) Please separate the publications described in this section into "published," "in press" (i.e., accepted for publication), and "submitted" categories.
1. Published books and monographs, with an indication of whether the candidate is author or editor. These include textbooks and other books, and monographs primarily oriented toward and intended for use in classroom.
  2. Research and other monographs prepared under the auspices and disseminated by government agencies or professional organizations, with an indication of whether the candidate is author or editor.
  3. Refereed journal articles, including major refereed review articles. Other book or literature reviews should be listed under "book reviews". If any articles have been republished in anthologies, they should be so noted.
  4. Chapters contributed to books. Those chapters in books that are primarily oriented toward and intended for use in classroom or clinical use should be identified as "texts."
  5. Refereed conference proceedings.
  6. Other publications, including non-refereed journal articles, cases, magazine and newspaper articles and opinion pieces, conference abstracts.



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7. Grants and post-graduate fellowships applied for in the past eight years or currently active. Applications that were successful should be so indicated, along with the dollar amount.
  8. Papers presented at scholarly professional conferences.
  9. Teaching manuals and study guides.
  10. Other scholarly activities such as invited lectures.

For each scholarly work listed, it would be helpful if the following information were included:

- a. Complete bibliographical information, including dates and page numbers (comparable data for artistic works) and the candidate's role in co-authorship (primary author, secondary author, co-equal author, etc.)
- b. If the scholarly item is accepted but not yet published or produced, it should be marked as "in press" or "in production," and the acceptance letter should be included in the review materials. If the acceptance notification is not in English, a translation should be provided.
- c. Indication of whether the item was solicited by invitation of the editor.
- d. The nature of the review or refereeing process: double-blind (author and reviewer are anonymous), single-blind (reviewers are anonymous but know the author's identity), editorial board review only, or editor review only. (The appendix should include a copy of the publisher's statement concerning the reviewing process, which often is found on the inside cover of a journal.)
- e. The quality and reputation of the journal, including any available evidence of its selectivity, prestige rankings, or other information pertinent to quality.
- f. The nature and level (e.g., international, national, regional, local) of conferences at which papers were presented.
- g. An explanation of grant-seeking activities in the context of one's discipline.
- h. A list of academic awards, honors, special recognition, patents, etc. Appropriate documentation may be included in the appendix if essential to an evaluator's understanding.
- i. A list of scholarly projects underway.
- j. Copies of any published reviews of candidate's books, articles, artistic works, etc. For books, copies of the publisher's in-house reviewers'



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comments should be included. If such reviews are not in English, translations are to be provided.

- V. **Unit and University Service.** *This includes, but is not limited to, committee work, curriculum development, proposal writing and special assignments. Candidates should provide a statement of the candidate's philosophy of and approach to service. This should include a short description of the candidate's service agenda, demonstrating where their service efforts fit into their overall discipline.*

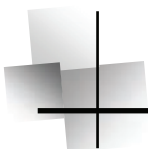
A list and description of one's activities (types, amount of time devoted to, significance of) relevant to the following categories:

- A. University committees and other university service.
- B. College committees and other college service.
- C. Unit committees and other unit service

- VI. **Community service.** *This includes, but is not limited to, membership, participation, and leadership in community organizations.*

A list and description of one's activities (types, amount of time devoted to, significance of) relevant to the following category:

- A. Community service, with special attention to activities that are related to the candidate's University position and professional expertise.
- B. Other professional service
  - 1. Participation at professional/scholarly meetings other than presentation of papers. The nature of participation, (e.g., discussant, session chair, speaker, attendant) is to be specified, as is the type and level – international, national, regional, state, etc. – of the meeting.
  - 2. Membership and involvement in professional societies and associations. The nature and extent of involvement, offices held, significance of duties, etc., should be indicated.
  - 3. Service as a referee for tenure/promotion cases at other Universities.
  - 4. Other professional service such as consulting, testimony, board memberships, speeches, trainings, etc.
  - 5. Activities as editor of scholarly journals.
  - 6. Membership on editorial boards of scholarly journals.
  - 7. Published book reviews other than those listed above in the scholarship section.

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8. Service as referee for scholarly journals, as pre-publication reviewer for books, or for grant proposals.
  9. Data from citation indexes, if available, for one's publications.

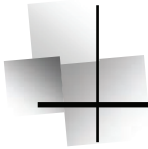
### **Binder(s) 2 (the Appendix)**

The appendix is a reference source containing supporting documentation that is helpful for understanding the statements made in the review materials. More than one binder may be provided, if necessary, but should include a table of contents that clearly organizes the information in the following ways:

- A. All official student evaluations. This documentation is provided by the Dean's Office, and only copies bearing that official documentation seal will be considered.
- B. Faculty Activity Reports for the past (how many years of) actual employment since July 1, 2004 (the creation of the College) through 2006, and the Faculty Workload Plans for the past (how many years of) actual employment (starting in Fall of 2006) and preceding the fall of the year in which the candidacy is being considered. This documentation is provided by the Dean's Office, and only copies bearing that official documentation seal will be considered.

**NOTE:** If the established goals in the Workload Plan do not correspond with the results stated in the Faculty Activity Report, a written explanation should be included.

- C. Copies of one's scholarly and professional works, including published books and articles, papers delivered at scholarly and professional association meetings (other than those that were subsequently published and are thus already included), and papers submitted to journals that currently are under review. If available, the candidate should include documentation of the nature of the refereeing process. For chapters in edited books, anthologies, encyclopedias, etc., the candidate should include a copy of the chapter, the table of contents, and the title page rather than the entire book.
- D. Course syllabi, examinations, assignments, or other indicators of one's approach, methodology, system of evaluation, or course content for the past four semesters. (If the candidate teaches multiple sections of the same course, only one syllabus for each course should be submitted. If the syllabus is essentially the same from semester to semester, the candidate should so indicate and submit only the most recent syllabus.)
- E. Additional materials of genuine importance. For example, one may include in the appendix summaries of the results of additional teaching evaluations or surveys. However, if any such written student evaluations or comments are submitted, they must be all-inclusive; a candidate may not choose to submit selected evaluations.



**NOTE:** For contract renewal reviews, the candidate should only provide material that encompasses their progress since the last review. For tenure and promotion reviews, the candidate should provide an all-inclusive compilation of materials related to their employment history at Grand Valley State University. The exception to the previous statement pertains to faculty who came to Grand Valley State University from another institution. In such cases, they should include substantially all their publications and papers when seeking tenure or promotion.

**REGARDING SABBATICAL LEAVE APPLICATIONS**

The following are excerpts from the Faculty Handbook which explain the process surrounding sabbatical leave awards.

4. **Sabbatical Leave.** *Sabbatical leaves are intended primarily to encourage and promote the professional growth of those with faculty status and to enhance their teaching and scholarly effectiveness. Sabbaticals are a part of the university's responsibility in relation to faculty growth and development. Such leaves contribute to the accomplishment of these ends by enabling the faculty to undertake specific, planned activities involving study, research, or creative work of mutual benefit to the applicant and to the Grand Valley State University. The providing of resources necessary for sabbatical leaves is a high priority for the university.*

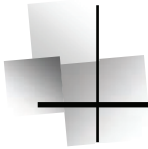
A. **Eligibility.** *Sabbatical leave may be granted after six consecutive years of full-time service. Such leave may not be awarded to the same person more than once in seven years and leave time shall not be cumulative. Up to two years of full-time service, on a regular appointment with full faculty status, at the rank of instructor or above, or its equivalent, at other accredited institutions of higher education shall count toward fulfillment of the eligibility period. Upon receiving tenure, credit similar to that granted to full-time, regular faculty who are entering from other institutions may be granted to those who served as full-time visiting Grand Valley faculty at the rank of instructor or above and who moved into a tenure track faculty position without a break in Grand Valley service. Only tenured Grand Valley faculty are eligible to receive a sabbatical.*

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*In the case of the faculty member on leave from a faculty position to hold an administrative position at Grand Valley, time on leave from the faculty position in the administrative position (up to three years) will be counted toward sabbatical eligibility, 1) if a faculty member returns to the faculty position, and 2) if the faculty member's unit so recommends.*

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B. **Application and Approval Process.** *Decisions on granting sabbaticals are made within the division, using criteria listed below (Section D).*



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1. **Timetable for Approval Process.**

*Proposals should be submitted in accordance with the timetable for consideration of other personnel decisions during the Fall Semester:*

**October 15:** *applicants submit proposals to unit (including amendments, if any)*

**November 1:** *units submit recommended proposals to College Personnel Committee*

**December 1:** *College Personnel Committee forwards recommended proposals to the Dean*

**December 15:** *Dean forwards recommended proposals to Provost and (where funds are requested) to the Research and Development Committee*

**January 21:** *Research and Development Committee forwards recommendations to Provost*

**February 1:** *Provost forwards decisions to the President and informs deans and Research and Development Committee*

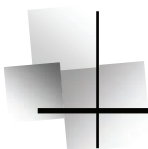
**March 30:** *Written applications for promotion to Professor must be received by the Dean to be eligible for review.*

2. **Applicants shall submit eight (8) copies of their proposals.** *Application forms are available at the Research and Development Office. One of the copies should be signed by the appropriate authority at each reviewing level.*

**NOTE:** Although the Faculty Handbook mandates 8 copies, the CCPS Personnel Committee only requires 6 copies.

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- C. **Remuneration.** *Faculty on academic year appointment shall receive full academic year base salary when on leave one academic semester and fifty percent of academic year base salary when on leave two academic semesters. Faculty on annual appointment shall receive full fiscal year base salary when on leave for a period of up to six months and fifty percent of fiscal year base salary for a period of seven to twelve months. Applicants for sabbatical leave must specify other salaries, grants, fellowships, or financial support they expect to receive (or do receive) during the period of the leave. The combined incomes from such sources and the sabbatical grant shall not exceed the faculty*



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*member's normal salary plus expenses incurred because of the sabbatical leave. The recipient is expected to return to a regular appointment with Grand Valley for at least one academic year (or twelve months in the case of faculty on twelve month appointments) after the sabbatical period.*

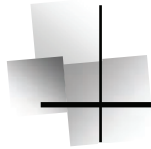
**D. Conditions and Criteria.** *A sabbatical proposal shall show promise that it will enhance the teaching, research or professional capabilities of the candidate. The sabbatical project, except in unusual cases, should require that the recipient spend a substantial part of their time off campus with a lengthy period of continuous release from normal responsibilities. The sabbatical leave will normally provide an opportunity for work in a different environment in order to learn, develop, or perfect understandings or skills which will improve the candidate's teaching and professional competence. The sabbatical project should not be accomplishable in shorter intervals with other forms of assistance available. A request for sabbatical leave must be accompanied by a well developed proposal for use of the leave time; the proposal shall conform to some or all of the criteria listed below:*

- 1. A planned effort to retrain professionally.*
- 2. Development of new capabilities for teaching or research.*
- 3. A synthesis or development of prior effort or experiences.*
- 4. Concern with a significant problem, area, or issue in the field of study.*
- 5. Promise of a significant contribution to the subject under study or problem undertaken.*
- 6. Practice of skills or application of research result which deepens or extends the applicant candidate's professional capabilities.*

*Exceptional proposals not otherwise in conformity with the criteria shall be judged according to the standards and needs of the appointment structure in which the candidate has the candidate's major appointment.*

**E. Format.** *In addition to the conditions and criteria that will be used in evaluating sabbatical proposals, several requirements in the presentation of the sabbatical request shall be observed. These are:*

- 1. Arrangements for the proposed leave and a timetable of activities shall be clearly stated in the proposal. If the project requires collaboration with other institutions or persons, the collaboration must be described in the proposal and evidence provided that the institutions or persons involved agree with the arrangements.*



2. *A proposal must have a clear conceptual focus. Goals and objectives of the leave shall be stated.*
3. *A proposal shall be specific about the academic purpose of the leave.*
4. *A proposal shall cite evidence of academic preparation that contributes to its feasibility. There shall be a thorough attempt by the proposer to search the literature and to place the planned activity in the context of that literature.*
5. *A clear relationship between the proposed sabbatical leave and a proposer's academic unit shall be demonstrated.*
6. *Reports of the candidate's previous sabbaticals will be reviewed.*

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**G. *Alteration of Project.*** *If a faculty member should desire to alter the original project approved for the sabbatical leave by the Provost, then the faculty member must submit a revised proposal to the appropriate College Personnel Committees and the Research and Development Committee at least a full semester before the sabbatical would have commenced.*

*If a faculty member should decide not to take a sabbatical leave which has been approved by the Provost, then the faculty member must so inform the dean of the appointing unit at least a full semester before the sabbatical would have commenced. If the faculty member cancels a sabbatical leave later than a full semester before the start of the leave, the dean shall be free to deny the request. This deadline may be waived in very unusual circumstances.*

**H. *Final Report.*** *Each faculty member returning from sabbatical leave will provide a written account of the sabbatical activities and accomplishments and deposit copies with the candidate's appointing officer, the Provost, the President, the Research and Development Center, and the library. The report shall be filed no later than the end of the first semester after return to campus and shall include an account of the financial remuneration received during the sabbatical leave.*

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## REFERENCE

<http://www.gvsu.edu/facultyhandbook/> retrieved March 11, 2011.  
[www.csun.edu/busdean/personnel.html](http://www.csun.edu/busdean/personnel.html) retrieved April 12, 2006.  
<http://www.louisville.edu/edu/policies/contents.html> retrieved May 23, 2006.  
<http://www.vpaa.villanova.edu/handbook/faculty/rankandtenure.htm> retrieved May 23 2006.



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## **GUIDELINES FOR MEMBERS OF THE PERSONNEL COMMITTEE AND RESPONSIBILITIES OF ALL MEMBERS OF THE PROCESS**

To qualify for voting or other formal participation at any level of the process, participants are expected to:

1. Be thoroughly knowledgeable of the provisions of the University's Faculty Handbook and these "Guidelines."
2. Be fully conversant with the candidate's portfolio. Members of the Personnel Committee must have reviewed the pertinent evidence on teaching (syllabi, examinations, reading and writing assignments, student evaluations, peer evaluation reports, etc.) and service. Members of the candidate's unit committee are expected to read and evaluate the candidate's publications, reviews of the candidate's works, and as many of the candidate's conference papers as is feasible.
3. Attend the appropriate meetings at which the candidates' qualifications are considered. Absence from minor portions of the meeting(s) does not disqualify unless the absence includes the actual vote. Proxy voting is not allowed.
4. Maintain absolute confidentiality with respect to all materials, discussions, votes, and the report.

The initiating unit should ascertain that each candidate's personnel materials contain the following:

1. Completed Document Checklist and candidate folder.
2. A copy of the unit and school criteria used to evaluate the candidate.
3. The unit evaluation of the candidate's effective teaching performance, professional achievement in the area of responsibility, unit and university service, community service, and the unit recommendation to include a tally of the specific votes.
4. Binder 1
5. Binder(s) 2 (2A, 2B, etc.)