Guidelines and Procedures for Personnel Review and Sabbatical Leave Applications

Authored by the College Personnel Committee

Fall 2014

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 four years upon hire with expiration at the end of the winter semester of the fourth academic year.   The **standard** progression of the faculty personnel policy involves two 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 review takes place during the winter semester of the second year of the contract. 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.

TENURE REVIEW TIMETABLE
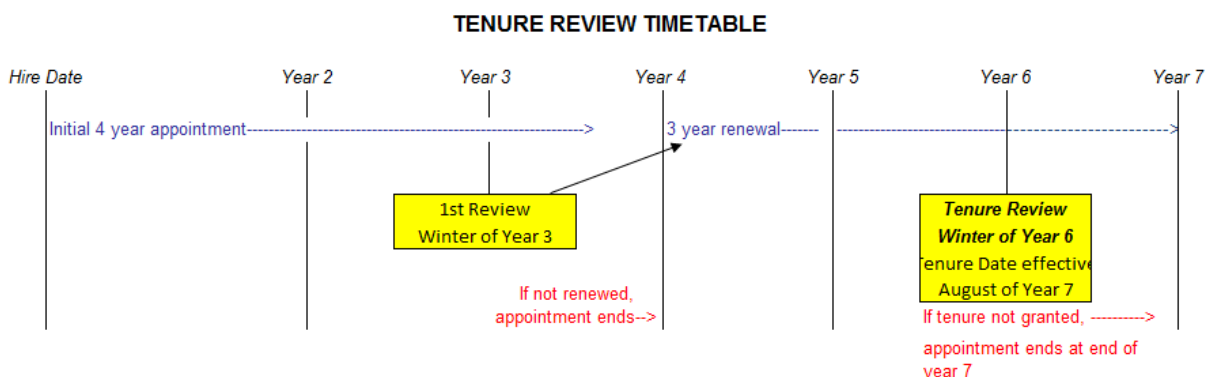
At the time of each of the specified reviews, the candidate must provide documentation in the form of an electronic portfolio in support of his or her personnel action, whatever the specific action may be.   All portfolios **except** those requesting "promotion only" should address the **total career 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 to notify the Dean of one's intent to apply for promotion 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.

DIGITAL MEASURES

The College of Community & Public Service (CCPS) uses Digital Measures, a data management system, for personnel decisions. The use of this system is intended to improve the efficiency, effectiveness and timeliness of personnel decisions. As of January 7, 2013, all tenured and tenure-track faculty will be expected to use the Digital Measures system for all personnel decisions including reappointment, tenure and promotion.

The candidate's complete portfolio shall be created within Digital Measures.

CONTENTS OF THE PORTFOLIO

Review Materials (Faculty Binder 1)	Appendices (Faculty Binder 2)
I. Table of Contents	All supporting materials
II. Curriculum vitae	
III. Effective teaching performance	
IV. Scholarly/Creative Activity (see page 6)	
V. Unit and University Service	
VI. Community Service	

NOTE: The Dean's Office will upload official copies of student evaluations, Faculty Activity Reports (FARs), Faculty Workload Plans (WLPs), personnel letters, and prior unit recommendations into the Personnel Review Screen within Digital Measures.
Members of the reviewing committees appreciate portfolios that are 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 should be avoided.

NOTE: Candidates must complete their portfolio by the first day of class of the winter semester. After this time, the Digital Measures accounts of candidates up for review will be temporarily disabled and they will no longer be able to make changes to their portfolio. Except for requests made of the candidate for specific additional information, the only additional materials that may be submitted at the request of the candidate and with approval

of the Dean, 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 a status change for 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.   Approved additions will be dated, marked to indicate which of the evaluators (chair, dean, unit committee, or college committee) has reviewed them, and uploaded to the portfolio by the unit.

FORMAT AND STYLE

The portfolio is to be assembled according to the following instructions.

The Review Materials (Faculty Binder 1)

- The contents of the review materials (Faculty Binder 1), identified above, should be uploaded within the Personnel Review Screen of Digital Measures.   The candidate should limit the volume of the review materials appropriately and clearly separate and identify major sections and subsections 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 review materials (Faculty 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.

- 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.

The Appendix (Faculty Binder 2)

- The Appendix (Faculty Binder 2) should organized and labeled according to the same organizational structure (letters, numbers, etc.) as the review materials, to be uploaded within the Personnel Review Screen of Digital Measures.

- The materials in this appendix should be limited to those that will make a difference in understanding or verifying statements made in the review materials.

DESCRIPTION OF THE CONTENTS OF REVIEW MATERIALS AND APPENDIX
(*Italics indicate quotations from the <u>Faculty Handbook</u>.*)

<u>**The Review Materials (Faculty Binder 1)**</u>

I. Table of contents

II. Curriculum Vitae

III. <u>***Effective teaching performance.***</u> *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. Faculty members teach effectively by challenging and engaging students, by supporting their academic and professional growth, and by establishing and maintaining high academic standards. They address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies and relevant assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. 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 semester in which the candidacy is being considered.   In addition, a reflective discussion regarding these evaluations should be provided. Other teaching evaluation survey materials should be placed in the appendix.   No raw data is to be included.

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).

IV. ***Scholarly/Creative Activity.*** *This includes, but is not limited to, professional research, creative activities, scholarly writing, editorial boards, scholarly presentations at conferences, participation in professional activities, degrees and continued education, and holding official positions in professional organizations when the position has scholarly outcomes.*

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.

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

V. ***Unit, College, 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.* The candidate must demonstrate that his/her service is related to or flows from the candidate's University position and professional expertise. This should include a list and description of one's activities (types, amount of time devoted to, significance of) relevant to the following categories: A list and description of one's activities (types, amount of time devoted to, significance of) relevant to the following category:

1. Providing leadership to a significant community project

2. Directing the development of major grant applications for local, state, or community groups (the significant contribution must be clearly identified and documented in the portfolio)

3. Arranging conferences or programs

4. Consulting with or advising agencies or associations

5. Participating in community forums (panel discussions, seminars, etc.)

6. Public speaking in community groups

7. Membership in community service organizations

8. Facilitating or participating in electronic professional communities

9. Serving on a community Board of Directors

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.

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.

Appendix (Faculty Binder 2)

The appendix is a reference source containing supporting documentation that is helpful for understanding the statements made in the review materials.   It should also include a table of contents that clearly organizes the information in the following ways:

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

B. 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.

C. 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.)

D. 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, 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.

POLICY ON EARLY TENURE FOR THE COLLEGE OF COMMUNITY AND PUBLIC SERVICE

The College of Community and Public Service will generally consider tenure and promotion which normally occurs in the penultimate year of the probationary period. A department should recommend "early" promotion and tenure only for a candidate for whom a clear and compelling case of excellence can be made. The primary criterion for consideration will be that the candidate **_exceeds all_** department and college criteria in the areas of teaching, research or scholarship, and service. Such a faculty member would be described as truly outstanding or extraordinary in all areas.

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.*

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.

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

1. **Timetable for Approval Process.**

September 1*: applicants submit proposals to the sabbatical website.*

September 15*: Units forward recommended proposals (including revisions or amendments, if any) to College Sabbatical Review Committee; no further revisions to proposals are permitted. The sabbatical proposals will be classified in tiers (Excellent, Good, Satisfactory, and Not recommended) using the standard evaluation instrument by the appropriate College Sabbatical Review Committee based upon objectives and criteria outlined below.*

October 15*: College Sabbatical Review Committee forwards recommended proposals by tiers to the Dean.*

November 1*: Dean forwards recommended proposals to the University Sabbatical Review Committee. The Dean may choose to not recommend any proposal.*

November 20*: University Sabbatical Review Committee forwards recommendations to Provost. The University Sabbatical Review Committee will consider but are not bound by the tier rankings of the College Sabbatical Review Committee. The University Sabbatical Review Committee will classify the proposals in tiers (Excellent, Good Satisfactory and Not Recommend) using the standard evaluation instrument based upon objectives and criteria outlined in Sections D and E.*

December 1: *Provost forwards decisions to the President and informs Deans and University Sabbatical Review Committee. The Provost will inform the Board of Trustees of the titles and authors of approved proposals.*

2. *All applications are to be submitted online at http://www.gvsu.edu/sabbatical*

C. **Remuneration.** *Faculty shall receive full salary when on leave one academic semester and fifty percent of base salary when on leave two academic semesters (or up to three academic semesters for faculty on a 12-month appointment). 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 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. **Objectives.** *A sabbatical proposal shall concern a significant problem, area, or issue in the field of study and show promise that it will enhance the teaching, scholarly/creative and/or professional capabilities of the applicant. The scope of the sabbatical project should require the faculty member to have one or two (or three in the case of faculty with 12-month contracts) semesters of continuous release from normal teaching and service responsibilities. 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 one or more of the objectives listed below:*

1. Promise of a significant contribution to a new or existing subject under study or problem undertaken.

2. Expansion of skills or application of research that deepens or extends the applicant's professional capabilities.

3. Development of new capabilities for teaching through research or creative endeavors.

4. A planned effort to retrain professionally, in a manner appropriate to the applicant's discipline and the unit's and university's needs.

E. **Criteria and Format.** *The sabbatical request must address the following:*

1. A descriptive title for the project.

2. Conceptual Focus- the proposal needs a clear conceptual focus and must be explicit about the desired results or outcomes of the project. In addition, the applicant must state which of the objectives listed in Section D are addressed in the proposal.

3. Background and significance of project- the proposal must clearly express how the project represents significant research or creative exploration within the context of the applicant's discipline, and explain how the sabbatical fits in to the applicant's overall teaching, scholarly/creative and/or professional endeavors.

4. Relevant preparation- the proposal must demonstrate that detailed planning and specific preparation has already been done toward the successful completion of the sabbatical project.

5. Project Plan- the proposal must outline specifically how the sabbatical project will be conducted.

6. Timeline- the proposal must detail a clear timeline for proposed activities during the sabbatical.

7. Benefit to one's own or other units- the proposal must connect the sabbatical project to other aspects of the applicant's work at the University.

8. The proposal shall not exceed ten (10) pages, excluding references and other supporting documents.

9. The prior sabbatical report must be submitted with the proposal as well as any results completed if promised after the prior sabbatical.

10. A condensed Curriculum Vitae (not to exceed 5 pages in length) focused on the applicant's scholarly or creative accomplishments most relevant to the sabbatical application must submitted with the proposal.

11. The Unit Head must provide a summary of the unit's discussion with vote results, in addition to verification that requested amendments have been made (this should be submitted electronically via the sabbatical website).

F. ***Selection Process When Not All Recommended Sabbaticals Can Be Awarded.***
There are two circumstances when not all recommended sabbaticals can be awarded: (1) inadequate funding, and (2) staffing problems.

1. Inadequate Funding.
In the event that the University anticipates that the number of recommended sabbaticals requires funds greater than the amount available for support, the Provost will explain the financial situation to the Chair of the Faculty Salary and Budget Committee. The Chair of the Faculty Salary and Budget Committee and the Chair of the University Sabbatical Review Committee may respond to the Provost within seven (7) calendar days. The Provost will select proposals for funding based on the final classifications provided by the University Sabbatical Review Committee and his/her own review.

Applicants who are not awarded sabbaticals because of inadequate funding should reapply to be reviewed the following year.

2. Staffing Problems
The recommendation not to award a sabbatical because of staffing problems will be made by the Dean after consultation with the appropriate unit head. Applicants who are

not awarded sabbaticals because of staffing problems will receive a written explanation from the Dean. If an applicant's recommended sabbatical is delayed because of staffing problems, the applicant will be given priority for the following year, assuming the applicant's proposal has been recommended and approved by the Provost. If the applicant makes alterations in the sabbatical proposal or delays beyond one year, then the applicant must seek approval of alterations as outlined in Section H. A faculty member whose sabbatical is delayed because of staffing problems will not be required to wait an additional 6 years from the later date before becoming eligible to apply for another sabbatical, but will be eligible to apply 6 years from the previous eligibility year provided an approved final report is on file for the delayed sabbatical.

G. **Delayed Sabbaticals.** *An applicant whose sabbatical was awarded but must be delayed for reasons other than staffing problems will not have to resubmit their proposal for review and will automatically be recommended for a sabbatical the following year without reapplication or review of their sabbatical, provided the project has not been altered (see Section H). A faculty member whose sabbatical is delayed will not be required to wait to an additional 6 years from the later date before becoming eligible to apply for another sabbatical, but will be eligible to apply 6 years from the delayed eligibility year of the delayed sabbatical provided an approved final report is on file for the delayed sabbatical.*

H. **Alteration of Project.** *If a faculty member finds it necessary to alter the original project approved for the sabbatical leave by the Provost, then three months before the sabbatical would have commenced the faculty member must submit a revised proposal to his/her College Dean. This deadline may be waived in unusual circumstances by the Dean. If the Dean supports the revised proposal, the Dean will submit the revised proposal to the University Sabbatical Review Committee for special review and approval. If the proposed alteration is judged to significantly change or weaken the spirit of the original proposal, then the appropriate Dean or the University Sabbatical Review Committee may recommend to the Provost that the proposed alteration not be accepted. In this event, the sabbatical proposal would enter the standard review process (as outlined in Section B). In the event that an alteration is proposed after the sabbatical has already commenced, the University Sabbatical Review Committee will recommend a course of action to the Provost. Depending on the nature and the extent of the alteration, the university may take action as it deems appropriate, including repayment to the university for time spent on sabbatical.*

I. **Cancellation of Project**. *If a faculty member decides not to take a sabbatical leave which has been approved by the Provost, then the faculty member must inform the Dean of the appointing unit at least three months before the sabbatical would have commenced. If the faculty member cancels a sabbatical leave later than three months before the start of the leave, the Dean shall be free to deny the request. This deadline may be waived in unusual circumstances.*

J. **Final Report.**   Each faculty member returning from sabbatical leave shall prepare a final report of the sabbatical activities and accomplishments in accordance with the guidelines on the sabbatical website. The faculty member must submit the report electronically via the sabbatical website. This final 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. The Provost will review the final report. If the Provost does not approve the final report as submitted, the faculty member may revise and resubmit it. The Provost will notify the faculty member, the Dean, and the Human Resources Office whether or not the final report has been approved. Eligibility for the next sabbatical leave shall be calculated from the academic year in which the Provost approves the final report.   A copy of the approved sabbatical report will automatically be sent electronically to the faculty member's Unit Head, Dean, the Provost, the President, the University Sabbatical Review Committee, and the library University Archives.

Faculty members are also required to participate in a University Wide Sabbatical Showcase in the year following their sabbaticals or in the year after the final report is approved.

REFERENCES

http://www.gvsu.edu/facultyhandbook/ retrieved October 2, 2014.
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.

**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 <u>Faculty Handbook</u> 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.

Maintain <u>absolute confidentiality</u> with respect to all materials, discussions, votes, and the report.

The unit shall complete the following personnel review documents for each candidate and submit the unit's recommendation to the Dean by **March 1** for Winter personnel actions, and by the **fourth Friday in October** for fall personnel actions. The following documents should be submitted electronically to the Dean's Office:

- Completed Personnel Review Document Checklist

- Signed Candidate Waiver Form

- Unit Discussion Meeting Agenda

- A copy of the unit and school criteria used to evaluate the candidate

- Unit Meeting Minutes

- Unit Recommendation Report, which should contain the unit's 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.

- Post Meeting Comments

- Unit's Verification of Candidate's Student Evaluations within Digital Measures

Revised October 2014