

**CLAS Personnel Committee Guidelines  
For  
Personnel Portfolios  
Updated 4/14/17**

The CPC has assembled the following guidelines for candidates at all levels to utilize in creating and maintaining their personnel portfolios:

**General Guidelines:**

- **It is the candidate's responsibility to clearly demonstrate how he/she meets the unit, CLAS and university standards, supported by specific and well-organized evidence.**
- **Explicit connections should be made in the Personal Statement between written unit personnel standards and the how the candidate has met each standard.**
- Accomplishments should be documented in a consistent manner throughout the portfolio. A table of contents is highly encouraged to facilitate review of the portfolio. All supporting documents should be clearly labeled/numbered. Ideally, the supporting documents are organized in the same order as they are referenced in the Personal Statement. One well-organized portfolio contained links in the Personal Statement that went directly to the supporting documents.
- **All electronic documents should be in the .pdf format.** Microsoft Word contains a feature that allows Word documents to be saved as .pdf files.
- **Electronic portfolios should have as few files and sub-folders as possible. Combining multiple documents into a single .pdf is highly recommended.** For example, all supporting materials for Teaching (syllabus, sample exams, etc.) can be combined into a single .pdf file. One extremely well-organized electronic portfolio had a single .pdf file each for Teaching, Scholarly/Creative Activity and Service supporting documents. Another well-organized portfolio had all supporting materials in a single .pdf with a table of contents and bookmarks for each section and document. The bookmarks were labeled T1, T2, T3, etc. and the Personal Statement referred to specific bookmarks in order.
- Materials that are not easily scanned, such as books and other material that is not easily digitized, may be submitted in a separate file box.
- 3 ring binders are strongly encouraged for paper portfolios. **A contract renewal portfolio should fit into a 3" binder, not including student evaluations. A tenure and promotion to Associate Professor portfolio or a promotion to Full Professor portfolio should fit into a 5" binder, not including student evaluations.**
- **Sheet protectors should not be used for multi-page documents** as the documents are subject to damage when being removed from the protector.
- Candidates should not include extraneous and unsubstantial material in their portfolios such as thank you notes and e-mails from students, *Lanthorn* articles, etc.

- Candidates seeking contract renewal and tenure are encouraged to consult senior unit faculty for counsel on portfolio content and organization. Senior faculty members seeking promotion to full professor are encouraged to construct portfolios that could serve as models for junior colleagues in the unit. Junior faculty members are also highly encouraged to attend CLAS workshops.
- The Personal Statement, CV, and supporting materials should be in final form prior to the submission deadline. Normally, these materials cannot be revised after the deadline unless new information has become available (e.g., an article listed on the CV as under review was accepted for publication after the submission deadline), in which case an addendum can be submitted.
- Candidates at all levels are encouraged to consult the CLAS “Standards & Criteria for Personnel Evaluation,” available on the CLAS website, for additional guidance.

### **Curriculum Vitae:**

- All candidates should be sure to include the following in the CV:
  - Education (degrees, institutions and years)
  - Professional positions held
  - Beginning date of employment at GVSU must be clearly listed
  - List of scholarly/creative work, professional activities, and service contributions (with pertinent dates of each activity/achievement clearly noted)
- When listing scholarly/creative contributions:
  - Organize activities clearly and consistently, with different types of accomplishments grouped and formatted in a manner that is meaningful in the discipline, in alignment with unit criteria, and comprehensible to reviewers outside the discipline.
  - All candidates should clearly distinguish between material that has been refereed/juried/peer-validated/ peer-reviewed and that which has not.
  - Dates, titles, locations, and other specifics of each activity should be clearly noted.
- Please avoid the use of acronyms unless they are clearly explained when they are first used in the Personal Statement (e.g., National Association for Music Education (NAfME)).

### **Personal Statement**

- The primary purpose of the Personal Statement is to explain in explicit detail how the candidate meets unit, college and university standards. While it may include a candidate's teaching philosophy, this is not the primary purpose of the document.
- **12-point Arial font, single-spaces, with 1 inch margins**
- **Page/ word limits:** contract renewal - **5 pages/3000 words**; tenure and/or promotion to Associate Professor - **7 pages/4200 words**; promotion to Full Professor - **9 pages/5400 words**
- The Personal Statement should not simply repeat information already contained in the CV. Rather, the most effective statements are those in which candidates discuss accomplishments as they relate to unit and college standards, and reflect upon teaching, scholarly/creative activity, and service in ways that help the reader to understand the significance of his/her accomplishments and goals in the context of the unit, the university, and the discipline.

- Comment/claims in a well-written Personal Statement are supported by evidence in the supporting documents, ideally with direct links to numbered attachments or tabs. For example, statements about teaching methods should be supported where possible by materials (such as sample assignments) that clearly illustrate the candidate's pedagogical approach (see below re: "documentation of teaching").
- Personal Statements should include reflections on patterns of student responses to teaching. For example, candidates may wish to comment on ways that assignments or course structure changed in response to student feedback, to comment on patterns of success, or to discuss concrete plans to address concerns raised in the evaluations.
- If there are repeated or otherwise significant issues brought up in student evaluations or by the candidate's departmental colleagues, these issues should be addressed in the Personal Statement. The candidate's reflection on issues is extremely important.
- The nature and extent of the candidate's particular contributions to collaborative or multi-authored endeavors such as grant proposals, research projects, articles, creative projects, service activities, etc. should be clearly explained.

#### **Faculty Activity Reports:**

- Per university policy, all candidates must include annual performance summaries from the Annual Faculty Salary Adjustment Process composed in 2016 (reviewing calendar year 2015) and later. Candidates who have tenure and are applying for promotion must also include Faculty Activity Reports and Faculty Activity Plans for the previous six years. Candidates applying for contract renewal or tenure/promotion to Associate Professor must also include all Faculty Activity Reports and Faculty Activity Plans since their initial hires at GVSU.

#### **Student evaluations:**

- Student evaluations should be organized in chronological order or by class in chronologically order. In electronic portfolios, the CPC recommends that all student evaluations be combined into a single .pdf file. The use of bookmarks is highly encouraged.
- Candidates are strongly encouraged to consult the "CPC Chair essay on interpretation of student evaluations," available on the CLAS website, for additional guidance in this area.

#### **Documentation of joint appointment expectations (if any):**

- Candidates with joint appointments should include documentation pertaining to the joint appointment in their portfolios, and are encouraged to discuss fulfillment of the responsibilities outlined in the joint appointment agreement in their Personal Statements.
- A statement (normally, from a supervisor in the secondary unit) about performance in the secondary unit should be included in the portfolio.

#### **Documentation of time awarded toward tenure or rank (if any)**

- Candidates who have been awarded time toward tenure or rank should document this in their portfolios with copies of appointment letters.

### **Documentation of teaching:**

- Candidates at all levels should provide documentation of teaching accomplishment beyond student evaluations and peer observations. The goal is to provide as full a picture as possible of pedagogical approaches, teaching strategies, assessment strategies, and growth and development in teaching.
- Documentation of teaching philosophy and pedagogical approaches should be well organized and should include representative examples of material from at least each *type* of course taught (e.g., Gen. Ed., introductory survey, capstone, SWS, upper-division courses in the major).
- In CLAS, the most effective files typically include: 1) documentation of course design, content, and pedagogical approach, such as syllabi, sample writing assignments, projects, quizzes/tests, recital programs, student creative work; *and* 2) documentation of typical feedback to various types of students (e.g., graded examples of student work). **When providing examples of written feedback to students, identifying information such as names and G-numbers must be removed from student work.**
- **A candidate should not include multiple syllabi from the same course unless they are attempting to show course development.**

### **Documentation of scholarly and creative activity:**

- In CLAS, such documentation normally includes: copies of articles, books, poster presentations, etc.; slides, CDs, or other evidence of creative production; recital/show programs or other evidence of artistic performance; reviewer feedback (when appropriate) concerning manuscripts, grant applications, or creative work; documentation of a peer-review process; published critiques of one's work.
- Letters of support from external professional colleagues or former students should be limited to addressing the professional achievements of the candidate.

### **Documentation of service:**

- When possible, candidates should include documentation of the nature, extent, and complexity of service contributions. Such documentation might include memos from community groups or boards, a website or other material that demonstrates participation or leadership in professional organizations, letters from chairs of committees and task forces, etc.
- Please avoid inclusion of extraneous materials that do not provide substantive information about the *nature and extent* of service contributions (e.g., thank you notes from children).

### **Post-meeting comment forms:**

- Candidates may submit a post-meeting comment form and may attach materials that address specific concerns raised in the unit meeting.