School of Computing and Information Systems
Personnel Evaluation
(Revision: May 15, 2015)

This document is intended to be compliant with the faculty handbook at Grand Valley State University, section on General Personnel Policies. The faculty handbook supercedes this evaluation document. This document was formally adopted by the Computer Science and Information Systems Department in January, 2003, and revised by the School of Computing and Information Systems (hereinafter referred to as the School) in July, 2004. Revised in 2014 to include Affiliate Faculty. (Note: this document contains several bulleted lists. In each case these are meant to be suggestive, but not necessarily complete.)

A.   Evaluation Criteria

0.   Assignment of Responsibility
All regular faculty, whether full- or part-time, shall be evaluated on the same criteria and shall be expected to demonstrate that they meet the same level of performance expectations. In these personnel actions the burden of proving that their performance warrants the personnel action under consideration rests with the regular faculty member to be reviewed. It is the University's responsibility to process the requested personnel action. Each of the criteria listed below must be demonstrated to some degree. Teaching effectiveness is regarded as the most important.

1.   Teaching
Recognizing the subjective nature of determining teaching effectiveness, the School's evaluations criteria includes, but is not limited to, knowledge of the field taught, classroom and tutorial performance, communication skills, human relations skills, evaluation skills, curricular development, and performance as an academic advisor. The School will use student evaluations a one method to determine teaching effectiveness of regular faculty member. The School distinguishes between those factors that can be acted upon by an individual, and those that are beyond one's control. Pro-active choices are considered within one's control. For all levels of rank the guidelines shown in section 1.1 (see below) give an acceptable level of activity within this area. Specifically, for an Affiliate Faculty or Instructor, limited teaching experience is assumed, and teaching development expected. For an Assistant Professor, little teaching experience is assumed, and teaching effectiveness is expected. For an Associate Professor, five full time equivalent years at the rank of an Assistant Professor is assumed, and demonstrated competence is expected. For a Professor, seven full time equivalent years at the rank of an Associate Professor is assumed, and demonstrated consistent excellence in teaching is expected. For all levels of ranks (Affiliate Faculty, Instructor, Assistant, Associate, and Professor) the School expects the teacher to demonstrate excellence in the profession of teaching, which can be accomplished by demonstrating the following pro-active choices in their teaching.

1.1   Pro-active Activities
* Discussions with fellow faculty on successful and unsuccessful classroom techniques, examples, assignments, test questions, and classroom management styles.
* Participation in FTLC activities.
* Revisions to courses and course material in response to student feedback.
* Preparation of high quality class materials, for example, lab exercises, overhead transparencies, and multi-media presentations.
* Lecture exchanges.
* Projects or topics that relate to two (or more) courses.
* Student research.
* Mentoring and apprenticing to improve teaching.
* Special attention to advanced (and to struggling) students.
* Availability (and willingness) to help all students. This might require flexible office hours.
* Revisions to courses and course material in response to changing technology. (This is particularly important to the School.)
* Occasional off-campus speakers.
* Experimentation with alternative (to lecture/listen) teaching techniques.
* Voluntary peer evaluations.

The faculty believes that the following activities all have a positive influence on factors beyond one's direct control (the second category).

1.2   Reactive Activities
A significant pro-active pattern indicates that the individual is trying to improve his/her teaching effectiveness. The following items are all considered factors in evaluating a teacher's performance.

* Formal classroom evaluations performed by the department personnel committee.
* Self-assessment by faculty member.
* Course materials

- Student evaluations

2. Scholarship

According to the faculty handbook, scholarship 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. The School identifies several activities as forms of scholarship: scholarly activity, professional development, solicitation of grants (and other forms of external support), publication, and consultation. In contrast to teaching, an individual can initiate activity in any of these areas. Comparison and evaluation of scholarship activities is at least as subjective as evaluating teaching effectiveness. As guidelines, the School emphasizes both the process and the outcome of scholarship. The department also values things like the amount of creativity or originality involved in a scholarship activity, the extent and type of recognition an activity brings to the individual (and therefore to the department and to the larger institution), and the extent to which scholarship activities contribute to one's teaching responsibilities. For all levels of rank the guidelines shown in section 2.1 (see below) give an acceptable level of activity within this area. Scholarship normally would not be expected for Affiliate Faculty. For an Instructor the School expects some scholarly activity and/or professional development as demonstrated below in section 2.1, 2.2 or 2.5. For an Assistant Professor the School expects recognition through scholarship and creative activity. For an Associate Professor the School expects professional recognition through scholarship and creative activity. For a Professor the School expects acknowledged professional recognition through scholarship and creative activity.

2.1 Scholarly Activity
- Regular readings of journals
- Participation in research groups
- Textbook evaluation
- Textbook reviews
- Conference paper reviews
- Journal article reviews
- Use of a new tool, product, or new technology and equipment (e.g., a CASE tool or a multimedia product)
- Informal exchanges with peers (e.g., drafts of papers, etc.)
- Mentoring undergraduate research (e.g., SURP, McNair...)
- Research associated with the development of upper level and graduate courses

2.2 Professional Development / Recognition
- Membership in professional organizations
- Attendance at conferences, meetings
- Participation in professional working groups (e.g., a standards committee)
- Conference participation (e.g., committee, planning, session chair, etc.)
- Conferred honor (e.g., senior member, various prizes and awards)
- Works referenced by others authors.

2.3 Solicitation of External Support
- Writing a grant proposal
- Successful grant proposal
- Donations of equipment/software
- Privately funded release time

2.4 Publication
- Local articles (e.g., Grand Valley Review, Science/Math Update)
- Letters to professional journals
- Non-refereed papers (e.g., Software Engineering Notes)
- Refereed conference papers
- Invited conference papers
- Refereed journal articles
- Invited journal articles
- Paid articles
- Professional society reports (e.g., proposed standards)
- "Presence" in citation index or acknowledgement

2.5 Consultation
We value consultation because it is commercial recognition of technical expertise, it contributes to the reputation of both the department and the university, it promotes our graduates, and it provides industrial feedback to the classroom.
- Presenting a conference tutorial

- On-site training
- Presenting commercial seminars and workshops
- Consultation on specific projects
- Textbook writing

3.   Service

Student advising, unit, division, and university service are all facts of academic life. These activities do very little for either teaching or scholarship, but they are necessary, and expected of all levels of rank (Instructor, Assistant, Associate, and Professor). While not normally expected of Affiliate Faculty, service activities may be part of an individual's workload plan. Activities include, but are not limited to, committee work, curriculum development, proposal writing and special assignments. The School evaluates service primarily in terms of the amount of time it represents. The School attaches no particular value to the difference between appointed and elected service activities. In general, we prefer to shift the burden of service activities to established faculty so that new faculty can focus on their teaching and scholarship; therefore the service expectations at the Division/University committee level are lower for junior faculty. For all levels of rank the guidelines (shown below) give an acceptable level of activity within this area.

3.0   Department Service
- Student Advising
- Department committee participation
- Consultation with former students and alumni
- Department United Way Foundation representative
- Advising student club(s) within the department, (e.g. the Computer Science Club)
- Teaching in areas that is not your specialty, due to department needs
- Development of new courses and programs within the department
- Special department assignments (e.g., transfer credit assessment)
- Creation, supervision, and/or maintenance of a laboratory facility for the department

3.1   Division / University Service
- Division committee participation
- University committee participation
- Outreach activities
- Science Olympiad
- Development of new programs for the university (e.g., new program proposals)

3.2   Community Service
This includes, but is not limited to, membership, participation, and leadership in community organizations. The School particularly values Community Service where a faculty member's expertise is applied.
- Outreach activities (e.g., computer related school visits)
- Science fair participation
- Pro bono (computing related) consultations to voluntary organizations.

3.3   Professional Service
- Committee work for professional organizations
- Appointed position in professional organizations
- Elected position in professional organizations

B. Evaluation Process

Two functions are guided by the unit's personnel policies: salary evaluation, and performance evaluation for retention, tenure, and promotion. The department has adopted the above criteria to be used for both purposes. The School finds it impossible to guess everyone's sense of relative importance among teaching, scholarship, and service. Instead, each faculty member determines (and reports in his/her annual activity report) the mix (s)he feels best describes the activities of the past year. Faculty peers agree to evaluate with respect to the mix identified by the person being evaluated. Within the realities of the university, the department identifies the minima and maxima as follows:

	Teaching	Scholarship	Service
Traditionnel Proportion	40%	40%	20%
GVSU Pattern	70%	10%	20%
CIS Minima	40%	10%	10%
CIS Maxima	75%	50%	35%

As examples, if a person elects to maximize teaching, their profile would be 75% teaching, 10% scholarship, and 15% service. We would not expect much in the way of scholarly activities, but we would expect strong teaching evidence. At the other extreme, if a person maximizes scholarship, their profile would be 50% scholarship, and the remainder split between teaching and service. The School would expect significant scholarly activity, and would tolerate minimal Pro-active activities and service.

1. Examples

 - Maximize teaching: 75% teaching, 10% scholarship, and 15% service.

With this emphasis, The School might expect significant evidence of activity in the Pro-active activities in section 1.1 of this document. In addition, The School also expects above average student teaching evaluations. Since this profile means that the person has chosen to focus on teaching, The School would only expect minimal scholarship and service activities (e.g., minimal departmental committee work).

 - Maximize scholarship: 40% teaching, 50% scholarship, and 10% service.

With this mix, The School might expect consistent patterns at the higher ends of two or more categories. Suggestions for satisfying a 50% scholarship is to perhaps to write grant proposals, publish refereed papers, and/or do some consulting. At the 50% scholarship level, released time is the norm. The School would expect reasonable student teaching evaluations, and a few of the Pro-active activities list above. The most desirable would be the incorporation of scholarship results into teaching duties.

 - Maximize service: 55% teaching, 10% scholarship, and 35% service.

The service-oriented individual may take on a severe committee load; if so, The School expects less in the areas of teaching and scholarship. With this mix, The School would expect only minimal scholarship activities, and a fair amount of Pro-active activity.

2. Minimum levels

2.1 Teaching
- Normal class load
- Reasonable student evaluations
- Acceptable office hours
- Some pro-active activities

2.2 Scholarship
- Regular readings of journals
- Participation in discussion groups (e.g., the Visual Basic study group)
- Use of a new tool or product (e.g., a CASE tool or a multimedia product)
- Membership in professional organizations
- Attendance at conferences, meetings
- Some other activities in Section A, sub-section 2.1- 2.5

2.3 Service
- Student Advising
- Unit committee participation

C. Role of Released Time

There is provision for released time for scholarly activities, and in some cases, for service activities. When a person has released time, the School expects this to be reflected both in the percentage mix and in the scholarly/service activities. If a person has no released time and still chooses a mix emphasizing scholarship and/or service, and if the person "delivers" with respect to the chosen mix, the person has obviously met the normal teaching load and exceeded the normal scholarship and/or service expectations.