

SEYMOUR AND ESTHER PADNOS COLLEGE OF ENGINEERING AND COMPUTING

STANDARDS & CRITERIA FOR PERSONNEL EVALUATION (Tenured and Tenure Track Faculty)

July 2017

Preface

The Seymour and Esther Padnos College of Engineering and Computing (PCEC) values a balanced and flexible academic life that includes teaching, scholarship/creative activity, and service. The connections between these three areas of professional focus are highly valued. Active participation in all areas improves a faculty member's performance in each individual area. The participation of all faculty members in teaching, scholarship/creative activity, and service strengthens the College. As such, participating in these activities is an expected foundation to everyone's annual workload.

Sustained participation in teaching, scholarship/creative activity, and service must be present over the trajectory of a faculty member's career in order to achieve tenure and promotion. The College's criteria for tenure and promotion represent a high professional standard while simultaneously recognizing the need for flexibility. The focus of a faculty member's professional activity may change among the three areas over time.

Individual academic units establish their own specific guidelines for teaching, scholarship / creative activity and service. These guidelines must meet the PCEC Standards and Criteria as well as the unique standards and criteria of the unit's own discipline. Among the university, college and approved unit criteria, the unit criteria is used as the primary basis for unit and College Personnel Committee (CPC) evaluation.

We celebrate the many different ways in which an academic career can be successfully constructed.

1. EFFECTIVE TEACHING

Standards & Criteria for Evaluation of Teaching:

Effective teaching is the primary responsibility of faculty members who are expected to invest a great deal of effort into becoming competent, effective teachers. For all personnel decisions, at all levels, teaching effectiveness will be evaluated using multiple means of assessment to allow faculty members to reflect upon and further hone their teaching skills as they strive for teaching excellence.

Effective teaching presumes and is demonstrated through:

- Effective delivery of course material
- Effective organization and classroom management
- Careful course design, clearly articulated goals, and diligent class preparation
- Continual course development and innovation to enhance learning
- Revising coursework to reflect changes that emerge in those areas
- Thoughtful and effective development of curriculum
- Active, vigorous engagement with students in the classroom and other learning environments
- Clear communication with students
- Timely, fair and instructive evaluation of student work
- Dedication to students, including treating students respectfully and being available to them outside of class
- Effective academic and professional advising
- Remaining current in the areas of teaching responsibility
- Self-critique and personal pedagogical development
- Assessment and continuous improvement as required by accreditation standards

Teaching effectiveness must be documented through multiple means, which must include a self-reflection statement that demonstrates self-critiquing and personal pedagogical development, student course evaluations as well as peer evaluations for teaching and may also include:

- Teaching and/or course portfolios that may include, but are not limited to, the following: examples of course materials developed by the faculty member, assessments, graded student work, and application of scholarly/creative activity
- Professional development in teaching, which might include consultation with colleagues and/or continuing education in teaching
- Evidence of effective academic and professional advising, including mentoring of independent scholars and experiential learners

While student course evaluations are an important component of assessment of teaching performance, they do not outweigh other measures of teaching effectiveness. In reviewing student evaluations, attention should be given to overall trends rather than emphasizing individual responses, particularly outliers.

Tenure: Candidates reviewed for tenure must meet the standard and criteria for their rank as indicated below.

Promotion: To be promoted to the next rank, a faculty member must demonstrate multiple achievements consistent with the expectations of that rank.

Assistant Professor: Assistant professors are expected to show effective teaching performance as outlined above.

Associate Professor: Associate professors are expected to demonstrate a pattern of consistent, effective teaching performance and leadership in teaching duties.

Professor: Professors must demonstrate consistent excellence in teaching in most, if not all, of the criteria listed above. Senior faculty are expected to display leadership in their teaching duties.

2. SCHOLARLY/CREATIVE ACTIVITY

Standards and Criteria for Evaluation of Scholarly & Creative Activity:

Each faculty member is expected to be an active scholar. Thus, effective scholarly or creative activity is an important responsibility of faculty members. On-going scholarly activities contribute to the development and application of knowledge and create a dynamic environment for learning.

The college expects a faculty member to establish a record of scholarly activity that is meaningful within the scholar's discipline. The goal of scholarly activity is a creative, intellectual contribution to knowledge that is externally validated by peers and shared with others. Scholarship regarding pedagogy related to instruction in the field of expertise is also encouraged but not required.

Such activity depends on, and can be demonstrated through, personal professional development, engagement in scholarly discourse, and research-in-progress, including the development of proposals for external funding. Whatever form the activity takes, the work and results must be appropriately documented so that colleagues are able to evaluate its quality and significance. Because of disciplinary differences, individual units in the college may establish expectations for the various types of scholarly/creative activity and for faculty at different stages of their academic career that differ from those of other units. Throughout all units, however, these standards and criteria serve as a minimum that must be upheld.

Personal professional development, engagement in scholarly discourse, and research in progress constitute the foundation of scholarly endeavor and thus are expected components of everyone's annual workload. Evaluations of scholarship will necessarily entail judgments about both the present level of faculty accomplishments and the prospect for continuation into the future.

A faculty member's record of active scholarship or creative accomplishment includes elements such as:

- Activity that is subject to discipline-appropriate external peer review and distributed outside of Grand Valley State University
- Well-defined, focused goals for scholarly or creative activity (these goals might address several distinct scholarly or creative areas)
- Continued growth and productivity in scholarly or creative activity
- Participation in the larger professional community
- Applied research / consulting under the auspices of GVSU
- Active use of scholarly/creative endeavor in the classroom
- Scholarly work that actively engages students

Examples of the above should be provided by the candidate. Such examples include, but are not limited to, journal articles, peer-reviewed conference papers, peer-reviewed conference presentations, industrial project reports, newly developed devices, newly developed software, and the like.

Tenure: Candidates reviewed for tenure must meet the standard and criteria for their rank as indicated below.

Promotion: To be promoted to the next rank, a faculty member must show significant progress toward the expectations of that rank. Tenured faculty seeking promotion must demonstrate a consistent record of scholarly or creative contributions to their discipline.

Assistant Professor: A faculty member must demonstrate consistent scholarly activity as defined by unit expectations, informed by approved FAP/FAR, but not less than one completed scholarly contribution per two years while at GVSU appropriate to her or his discipline. Such activity is a creative intellectual contribution to knowledge that is validated by external peers and shared with others outside

of Grand Valley State University. Whatever form it takes, the work and results of activity must be appropriately documented so that qualified colleagues are able to evaluate its quality and significance.

Associate Professor: In addition to meeting the expectations for Assistant Professors, Associate Professors must demonstrate consistent scholarly growth and achievement.

Professor: In addition to meeting the expectations for Associate Professors, Professors must demonstrate ongoing scholarly achievement.

3. SERVICE

Standards & Criteria for Evaluation of Service:

Faculty members are expected to be active, responsible citizens within some combination of their unit, the college, the university, and their professional community or the community at large. Service that contributes to a faculty member's workload must promote the fulfillment of the unit, college, or university missions.

Community service is considered to be public service to local, regional, national, or international communities. This type of service should relate to the faculty member's professional expertise and be recognized as a contribution made by a GVSU faculty member. We recognize and celebrate the diverse and creative ways in which our faculty enrich their various communities through their service.

Active, responsible citizenship presumes and is demonstrated through:

- Sharing in the collective work of the unit, college, and university by attending meetings, serving effectively on committees, and assisting with activities that help fulfill the unit, college, and university missions
- Participation in events and activities that help create a vibrant university culture and foster an atmosphere of inquiry and learning
- Involvement with the profession and community beyond the campus

Evidence of effective service may include:

- A record of active participation in faculty governance or other elected committees at unit, college and/or university levels
- A record of active participation in appointed committees, task forces, and duties linked to special assignments
- A record of active participation in volunteer committees and/or task forces
- Evidence of assessment, evaluation and/or development at the curriculum level
- Substantiated, active service advising student organizations
- A record of participation in student-centered events such as student recruitment, scholarship interviews, student registration and advising students clubs
- Letters of support from relevant colleagues (e.g. committee chairs, committee members, representatives from professional and community groups)
- Contributions of service linked to achieving the goals of the strategic plans of the unit, college and/or university
- Demonstrated service to professional organizations
- Documented applied research / consulting under the auspices of GVSU
- Tangible professional contributions to the local, regional, national and/or global community
- A record of active participation in K-12 outreach activities

Tenure: Candidates reviewed for tenure must meet the standard and criteria for their rank as indicated below. Tenured faculty are expected not only to be actively involved, but also to assume leadership in one or more aspects of unit, college, university, professional, or community life.

Promotion: To be promoted to the next rank, a faculty member must show significant progress toward the expectations of that rank.

Assistant Professor: For a faculty member, active service in the unit is essential, as well as service in at least one of the other areas (college, university, and profession/community).

Associate Professor: Associate Professors must demonstrate consistent service activity including leadership.

Professor: For promotion to professor, candidates must demonstrate a sustained record of active service within and beyond their unit. Full professors serve as leaders as well as participants. Their leadership can be measured in concrete, positive, and lasting contributions in the unit and beyond (in the college, the university, and/or community, as broadly defined above).