

# **COLLEGE OF LIBERAL ARTS & SCIENCES**

## **STANDARDS & CRITERIA FOR PERSONNEL EVALUATION**

**Approved by CLAS faculty, December 11, 2009**

**Language Adjustment approved by Faculty Council, November 10, 2010**

**Aligned with Administrative Manual 2017**

### **Preface**

The College of Liberal Arts and Sciences (CLAS) values a balanced and flexible academic life that includes teaching, scholarship/creative activity, and service. We, the faculty of CLAS, value the connections between these three areas of professional focus and we believe that active participation in all areas improves a faculty member's performance in each individual area. The participation of all faculty in teaching, scholarship/creative activity, and service strengthens the College as an institution.

We recognize that the relationship between these three elements of professional identity changes over the course of a professional career. One of the three elements may require the focus of a faculty member's time and energy at a specific point, but sustained participation in all three elements 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 CLAS Standards and Criteria were deliberately created to allow flexibility among diverse disciplines.\* Individual units will establish their own specific guidelines for teaching, scholarship/creative activity and service. Units may have additional requirements for tenure and promotion. However, both must minimally meet the expectations of what is referred to in this document as Promotion to Associate Professor. These guidelines must meet the CLAS Standards and Criteria as well as the unique standards and criteria of the unit's own discipline. Consideration should be given to the CLAS Standards and Criteria when developing workload plans and assignments and reporting progress in Faculty Activity Reports. Among the university, college and approved unit criteria, the unit criteria will be used as the primary basis for unit and CPC evaluation. We celebrate the many different ways in which an academic career can be successfully constructed.

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\* Discipline specific activities and any overlap between the categories of teaching, scholarly/creative activity, and service should be attended to in the unit guidelines, pending approval of the Dean.

# 1. EFFECTIVE TEACHING

## University Criteria (Administrative Manual: Section 2.9.1.A)

### CLAS Standards & Criteria for Evaluation of Teaching:

Effective teaching is the primary responsibility of faculty members in the College of Liberal Arts and Sciences. Faculty in CLAS 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 in liberal education.

Effective teaching presumes and is demonstrated through:

- Assigned teaching
  - Active, vigorous engagement with students in the classroom
  - Diligent class preparation
  - Clear communication with students
  - Dedication to students, including treating students respectfully and being available to them outside of class
  - Timely, fair and instructive evaluation of student work
- Course content and curricular development
  - Remaining current in the areas of teaching responsibility
  - Revising coursework to reflect changes that emerge in one's teaching areas
  - Careful course design and clearly articulated goals
  - Continual course development to enhance learning
  - Thoughtful and effective development of curriculum
- One on one mentoring or research with students
  - Active, vigorous engagement with students in other learning environments
- Advising of students
  - Effective academic and professional advising
- Reflection on teaching
  - Self-critique and personal pedagogical development

Teaching effectiveness will be documented through multiple means which **must** include student evaluations, self-evaluation and peer evaluations.

As discussed in the CLAS Faculty Development Committee Statement on Teaching Evaluations (2008), while student 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.

While not a complete list, peer evaluations may consist of peer classroom evaluations, written summary of peer classroom evaluations, written performance summaries from the Faculty Annual Salary Adjustment Program or the tenure and promotion process itself.

The Guidelines for Teaching Portfolio on the next page lists the wide range of skills and activities that define good teachers and advisors and provides examples of the types of documentation that may be used to demonstrate teaching effectiveness and excellence. The examples are not an exhaustive list (faculty can include any additional evidence to support effectiveness or excellence in these categories). Further, their order is not meant to imply any value to a particular example. Every teacher need not demonstrate effective and/or excellent teaching in all five categories; but faculty should strive to demonstrate effective and/or excellent teaching in as many categories as possible. We are looking for continuing growth and development, as a teacher, across a faculty member's career. CLAS values diverse pedagogical approaches the faculty employ in and out of the classroom, lab, studio, and all other venues where they provide instruction.

**For Promotion to Associate Professor:** By the time the candidate is reviewed for promotion to Associate Professor, there must be a pattern of consistent effective teaching performance.

**For Promotion to Professor:** By the time the candidate is reviewed for promotion to Professor, the faculty member must demonstrate consistent excellence in teaching performance.

## GUIDELINES FOR TEACHING PORTFOLIO

ASSIGNED TEACHING	COURSE CONTENT and CURRICULAR DEVELOPMENT	ONE-on-ONE MENTORING or RESEARCH with STUDENTS	ADVISING of STUDENTS	REFLECTION on TEACHING
<p><i>Effective teachers</i> use teaching/learning techniques such as lecturing, discussion, problem solving, small group work, student presentations, etc., that promote learning. They ask appropriate questions and inspire students to think about the subject matter in new and intellectually challenging ways. They draw on their knowledge of their subject, their knowledge of their learners, and their general pedagogical knowledge to communicate the concepts of the discipline into terms that are meaningful to their students.</p> <p><i>Excellent teachers</i> are not only experts in classroom instruction but devote their time and effort into educating themselves and their peers on best practices in teaching both in and out of the classroom.</p>	<p><i>Effective teachers</i> create environments and materials which interest students and make them active participants in their own learning. Effective teachers are skilled in recognizing when to lead pedagogical activities in the classroom and when to allow room for the students to think and perform independently.</p> <p><i>Excellent teachers</i> demonstrate an ability to transform and extend their students' knowledge. They develop, find and use creative teaching materials in addition to standard textbooks based on the intellectual needs of the students, the breadth of the course material, and the level of the course. Excellent teachers are viewed by their peers and by junior faculty as leaders in finding and promoting best practices in pedagogy, course logistics, field trips or other extramural activities and course content.</p>	<p><i>Effective teachers</i> stimulate intellectual curiosity by the strength of their own intellects, by praise, and by suggestion. Elegance of thought is clearly conveyed as a top priority of learning. Successful teachers have the ability to reward students meaningfully for outstanding work and to know how and when to do it.</p> <p><i>Excellent teachers</i> encourage deep-learning, rather than surface, approaches. They are concerned with developing students' critical thinking skills, problem-solving skills, and problem-approach behaviors, and enable students to become independent learners. Excellent teachers also advise peers and junior colleagues about resources and best practices available to them for mentoring students. Excellent teachers are expected to show leadership by creating environments and working to make available resources conducive to research with students and fostering one-on-one mentoring of students.</p>	<p><i>Effective advisors</i> and teachers leave something of themselves with their students, demonstrate to students the importance of life-long learning and serve as important role models. Effective advisors make the time and have the flexibility to make each student feel that their individual learning experience is the top priority for the advisor. The effective advisor continually learns about university resources and references and has the ability to recognize when and where students need to be directed for the guidance they need.</p> <p><i>The excellent advisor</i> not only connects to good students but is also effective in reaching out to students who have more challenges. The excellent advisor also helps junior faculty develop their advising through leadership and mentorship.</p>	<p>Since teachers of all ranks value the student voice, <i>effective teachers</i> develop feedback mechanisms that monitor the effectiveness of teaching and demonstrate the ability and confidence to adjust their teaching styles to achieve a more productive learning experience for their students.</p> <p><i>Excellent teachers</i> help lead discussions among junior faculty and their peers for improving teaching practices. They help their peers define the frames into which they can fit their teaching philosophies and practices; and excellent teachers lead activities which will allow their peers to best evaluate and improve their teaching.</p>
<p>How achievement may be demonstrated:</p> <ul style="list-style-type: none"> <li>• Student evaluations</li> <li>• Peer observation of assigned teaching</li> <li>• Pre and post exams demonstrating evidence of student learning throughout the course</li> <li>• Wide breadth of classroom activities and assignments tailored to reach a variety of learners</li> <li>• Samples of graded student work to show extensive, timely and high quality of feedback on student work for all levels of student accomplishment.</li> <li>• Demonstrated usage of a wide breadth of learning assessment tools</li> </ul>	<p>How achievement may be demonstrated:</p> <ul style="list-style-type: none"> <li>• Syllabi</li> <li>• Assignments</li> <li>• Evaluation rubrics</li> <li>• Leading field trips or other extra-GVSU activities related to the course material</li> <li>• Acquisition, development and departmental sharing of new teaching materials such as topical lab material, skill mastery exercises, quantitative problem solving exercises and/or course content</li> <li>• Evaluation of teaching materials and course content by extra-GVSU colleagues</li> <li>• Wide breadth in level and diversity of courses if made available within departmental scheduling constraints.</li> <li>• Funded external proposals for a peer-education, major education program implementation, or major in-service teacher education programs</li> </ul>	<p>How achievement may be demonstrated:</p> <ul style="list-style-type: none"> <li>• Leading student projects and mentoring as part of independent study (e.g. Honors senior projects, Student Scholarship Day presentations, 5' presentations, tangible products from mentored McNair Scholars, etc.).</li> <li>• Well established pattern of published abstracts with students</li> <li>• Writing, submitting and resubmitting proposals for funding with student co-authors</li> <li>• One-on-one mentoring of post-docs and graduate students either at GVSU or another institution</li> <li>• Taking/sending students to regional, national and /or international meetings.</li> <li>• Favorable letters of support from former students solicited by the department and sent to the unit head.</li> <li>• Documenting and demonstrating the faculty's mentoring component involved in scientific publications with student co-authors.</li> </ul>	<p>How achievement may be demonstrated:</p> <ul style="list-style-type: none"> <li>• Demonstrating professional availability to students within a reasonable time frame through posted office hours, anything that demonstrates basic day-to-day availability to students.</li> <li>• Developing and using advising syllabi or advisee guidelines</li> <li>• Actively working to expand academic and professional contacts for students</li> <li>• Documented pattern of motivating Grand Valley undergraduates to seek advanced degrees within an individual faculty's subdiscipline or with external colleagues outside of one's subdiscipline through mentorship</li> <li>• Formal letters of support from alumni</li> </ul>	<p>How achievement may be demonstrated:</p> <ul style="list-style-type: none"> <li>• Active participation in professional development workshops aimed at enhancement of teaching by learning new methods or tools with demonstrated evidence of application.</li> <li>• Integrative and self-reflective statement on one's own teaching</li> </ul>

## 2. SCHOLARLY/CREATIVE ACTIVITY

### University Criteria (Administrative Manual: Section 2.9.1.B)

#### CLAS Standards and Criteria for Evaluation of Scholarly & Creative Activity:

Effective scholarly or creative activity is an important responsibility of faculty members in the College of Liberal Arts and Sciences. The college expects all CLAS faculty to be active scholars or artists who, through on-going scholarly or creative activities such as basic and applied research, artistic expression and performance, and other forms of scholarship, 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 or creative endeavor that is meaningful within the scholar's discipline.

Although the goal of scholarly activity is a creative, intellectual contribution to knowledge that is validated by peers and shared with others, such activity depends on, and can be demonstrated through, personal professional development, engagement in scholarly discourse, and research-in-progress\*. 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, the CLAS 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. To achieve tenure or promotion, however, a candidate must complete at GVSU at least one scholarly contribution appropriate to a faculty member's discipline (see column four of the Scholarly/Creative Activity table). Evaluations of scholarship will necessarily entail judgments about both the present level of faculty accomplishments and the prospect for continuation into the future.

An active scholarly or creative agenda must be demonstrated beyond the Grand Valley State University community by discipline-appropriate peer review, dissemination, or public performance / exhibition. This may be demonstrated in the following ways:

- Well-defined, focused goals for one's scholarly or creative activity (these goals might address several distinct scholarly or creative areas).
- Continued growth and productivity within one's scholarly or creative activity.
- Participation in the larger community of that scholar's discipline.
- Active use of one's scholarly/creative endeavor in the classroom.
- Engaging in scholarly work that is student-centered, actively engages students, and provides a high-impact learning experience.

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\* See the table Forms of Scholarly/Creative Activity for further explanation and a list of examples

**Completion of Terminal Degree:** When a regular faculty member begins employment at GVSU with the expectation that a terminal degree considered the standard in the faculty member's discipline is to be completed, if the degree is not completed by the end of the third year of service it is highly unlikely that faculty member will be renewed beyond the current contract. The terminal product used for degree completion during those three years shall not count as the sole scholarly contribution towards tenure or promotion to Associate Professor.

**For Promotion to Associate Professor:** By the time a candidate is reviewed for promotion to Associate Professor, they must demonstrate at least one completed scholarly contribution while at GVSU appropriate to the faculty member's discipline. The goal of such activity is a creative intellectual contribution to knowledge that is validated by peers and shared with others outside of Grand Valley State University. Whatever form it takes, the work and results of scholarly/creative activity must be appropriately documented so that qualified colleagues are able to evaluate its quality and significance.

**For Promotion to Professor:** By the time a candidate is reviewed for promotion to Professor, they must demonstrate a consistent record of scholarly or creative contributions to their discipline. The candidate should have achieved professional recognition through scholarship or creative activity and continued demonstration of engagement in scholarship/creative activity after achieving Associate Professor.

## FORMS OF SCHOLARLY/CREATIVE ACTIVITY

PERSONAL PROFESSIONAL DEVELOPMENT	ENGAGEMENT IN SCHOLARLY DISCOURSE	RESEARCH- or WORK-IN-PROGRESS	SCHOLARLY/CREATIVE CONTRIBUTIONS
Continued learning in one's field; acquiring, developing, or maintaining the knowledge, skills, or expertise necessary for one's continued professional engagement.	Actively supporting, facilitating, or evaluating the scholarship of others.	Conducting research (i.e., organized inquiry and investigation). Preparatory activities or research that lays the foundation for and will result (or is judged likely to result) in a scholarly/creative contribution or accomplishment.	A tangible contribution to knowledge that is publicly shared and peer validated (through critical or peer review)
<p>Examples:</p> <ul style="list-style-type: none"> <li>Continued reading in the field (books, articles, listservs, etc.); remaining current in one's field</li> <li>Attending professional conferences</li> <li>Attending festivals, exhibitions, and community-based arts events</li> <li>Progress toward an academic degree</li> <li>Attending or participating in workshops or training sessions</li> <li>Acquiring new competencies (e.g. learning a new language, new methodology, or new technology)</li> <li>Licensure</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Active participation in departmental seminars or colloquia; presenting a faculty research seminar</li> <li>Presenting an invited research lecture</li> <li>Serving on graduate committees</li> <li>Conducting workshops or training sessions in one's area of expertise</li> <li>Organizing, commenting, chairing, or moderating a conference session</li> <li>Writing book reviews</li> <li>Serving as juror, referee, adjudicator, or curator</li> <li>Supervising student research projects</li> <li>Editorial assignments &amp; activity</li> <li>Active work with students on artistic, scholarly or research projects that go beyond regular courses</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Preparing and submitting grant proposals</li> <li>Establishing a lab</li> <li>Conducting research in archives and libraries</li> <li>Literature review</li> <li>Data collection (experiments, interviews, etc.)</li> <li>Submission of manuscripts for publication; revising manuscripts for publication</li> <li>Receiving a commission</li> <li>Conducting research or preparatory activities in active collaboration with students</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Publishing peer reviewed books or articles</li> <li>Publishing drama, poetry, or fiction</li> <li>Receiving competitive grants for scholarly or creative activity</li> <li>Conference presentations; presentations at professional meetings</li> <li>Publishing a translation</li> <li>Exhibition of artwork</li> <li>Screening of a film at a festival</li> <li>Works of art placed in collections</li> <li>Preparation of a catalog or materials for an exhibition</li> <li>Directing a professional play or film</li> <li>Artistic performances</li> <li>Conducting a professional ensemble</li> <li>Recordings</li> <li>Whitepapers or position papers for organizations</li> <li>Creating manuals or other substantial pedagogical material used by others</li> <li>Consulting in one's discipline</li> <li>Any of the above items produced in collaboration with one or more students</li> </ul>

### 3. SERVICE

#### University Criteria (Administrative Manual: Section 2.9.1.C)

##### CLAS Standards & Criteria for Evaluation of Service:

Faculty members in the College of Liberal Arts and Sciences 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 provides contributions linked in a broad sense to one's profession and/or the university mission. CLAS defines community service as public service to local, regional, national, or international communities. CLAS recognizes and celebrates 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. Participating in these activities is an expected foundation to everyone's annual workload, but is not alone sufficient to achieve tenure or promotion.
- Participation in events and activities that help create a vibrant university culture and foster an atmosphere of inquiry and learning.
- Involvement with their 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 of curriculum
- Substantiated, active service advising student organizations
- A record of participation in student-centered events such as student recruitment, scholarship interviews, and student registration
- 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
- Tangible contributions to the local, regional, national and/or global community

**For Promotion to Associate Professor:** By the time the candidate is reviewed for promotion to Associate Professor, they must demonstrate active service in the unit, as well as service in *at least* one of the other areas (college, university, and professional/community service).

**For Promotion to Professor:** By the time the candidate is reviewed for promotion to Professor, they must demonstrate a sustained record of active service within and beyond their



unit. Their involvement can be demonstrated by vital contributions to the unit, college, university and community. They should also serve as leaders as well as participants. Their leadership can be measured in vital and sustained contributions in the unit and beyond (in CLAS, the university, and/or community, as broadly defined above).

## **4. Early Tenure and/or Promotion.**

### **University Criteria (Administrative Manual: Section 2.8.4)**

#### **CLAS Standards for Early Tenure and/or Promotion:**

The decision to apply for early tenure and/or promotion is made on an individual case-by-case basis. It is understood to be a rare occurrence and indicative of faculty who have significantly exceeded expectations in teaching, scholarly/creative activity and service. The candidate is responsible for providing clear and convincing evidence of having surpassed unit and college expectations in each area.

Faculty who are considering applying early for tenure/promotion are strongly encouraged to meet with their unit head and the CLAS Associate Dean for Faculty, Resources, and Scheduling before making their decision.

#### **Time Table for Implementing the Standards:**

- Fall 2009 – Standards approved by CLAS referendum
- Fall 2010 (October 1) – All CLAS Departments must review their personnel documents and revise them if appropriate to fit with CLAS Standards. They must be submitted to the Dean by October 1<sup>st</sup>.
- Winter 2011 – Begin mentoring according to new unit standards
- Fall 2011 -- Faculty up for review can “opt-in” and use their unit’s new standards for their reviews if they would like to, but the new unit standards are not required
- Winter 2012 – New unit standards can be applied in personnel reviews of faculty who have “opted-in”, but they are not required
- Fall 2012 – New unit standards become mandatory for all CLAS faculty
- Winter 2013 – New unit standards will be applied to all CLAS faculty up for review/promotion
- Winter 2017 – Aligned (Administrative Manual) CLAS standards approved by FC
- Fall 2017 – Aligned CLAS standards will be applied to all CLAS faculty up for review/promotion