

Evaluation Standards and Criteria for Personnel and Annual Review

Approved by the Department of Mathematics on 4/18/2018

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I. Introduction

The Department of Mathematics strives to create and sustain a thriving departmental culture that values diversity and a balanced and flexible academic life. Our goal is to establish clear departmental expectations that are prescriptive enough to ensure adequate career guidance, fair personnel and annual merit reviews, and departmental excellence while also maintaining enough flexibility to accommodate the individuality and academic freedom of our faculty.

This document defines departmental standards, expectations, and guidelines that will be considered during personnel action reviews (i.e., contract renewals, tenure, promotion) and annual reviews. Faculty members are also expected to adhere to university and college standards and procedures (as specified in the [Faculty Handbook](#) (FH), [Board of Trustees \(BOT\) Policies](#), and the [CLAS Standards and Criteria for Faculty Evaluation](#) document).

The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching (Regular Faculty) or professional effectiveness (Library Regular Faculty), scholarship and creative activity, and service, as outlined in the Board of Trustees' Policies [BOT 4.2.9](#).

The rest of this document provides further details about faculty responsibilities and expectations and the standards used for evaluating faculty work.

II. Expectations of Faculty Work

A. Overview

All faculty are expected to support and contribute to the mission, vision, and values of the Department of Mathematics, as articulated in the [departmental strategic plan](#). Furthermore, all faculty are encouraged to periodically review the departmental strategic plan and to reflect on the shared values enunciated therein.

According to the *Faculty Handbook* Sections [3.01.A-D](#), a full-time faculty workload is equivalent to 12 credit hours per semester. Full-time faculty members are normally expected to teach 18 credit hours per academic year with the equivalent of 6 additional credit hours for significant focus as specified in Section 2B below. Faculty may also be eligible for reassigned time that replaces some teaching credit-hour expectations (see *Faculty Handbook* Section [3.02.C](#)).

Faculty members are expected to engage in effective teaching; advising of students; professional development; scholarly activity, whose outcomes are shared with peers or broader audiences; and effective service as demonstrated by outcomes that enhance and benefit the institution (unit, college, university), the discipline and profession, and the community.

B. Significant Focus

As specified in the *Faculty Handbook*, Section [3.01.D](#):

A significant focus is concentrated activity that will, at its conclusion, produce a meaningful, documented outcome in teaching, scholarship, and/or service. It is undertaken in addition to expectations in those three areas. A significant focus can be a one-semester undertaking, or it can take multiple semesters to complete. Each semester, the significant focus shall require approximately the same amount of time as teaching a 3-credit hour or standard course. It shall not have been counted as part of the expected teaching load or have been compensated externally or additionally; exceptions to the compensation exclusion must be approved by the dean of the college. Faculty members should confirm that their choice of significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

Significant focus activities may be in teaching, scholarly activity, service, or a combination thereof. The number of credit hours and expected outcomes of the significant focus must be documented on the faculty member's annual Faculty Activity Plan (FAP), and, in the corresponding annual Faculty Activity Report (FAR), the faculty member must discuss how much of the work anticipated in the FAP was completed and explain any additional/alternative work performed. Each credit hour of significant focus is expected to correspond with approximately 50 hours of work.

In identifying significant focus activities, a faculty member should bear in mind the department, college, and university standards for promotion and tenure. In particular, the choice of significant focus activities does not change promotion and tenure standards. Any faculty member who aspires to ensure promotion to the rank of Associate Professor or promotion to the rank of Professor should select activities that will lead to the kinds of accomplishments that meet the standards for the corresponding personnel action. In particular, the Department of Mathematics expects all untenured faculty members to typically select scholarly activity as their primary area of significant focus.

C. Evaluation Criteria

Faculty will be evaluated in the following three areas: teaching, scholarly/creative activity, and service. Each of the criteria listed below must be demonstrated to some degree, but teaching is regarded as the most important ([BOT 4.2.9.1](#)).

This section outlines the criteria for evaluation. In the process of evaluation, it is each faculty member's responsibility to clearly describe their work and performance in submitted materials.

1. Teaching

The Mathematics Department values a diverse array of teaching activities and pedagogies that result in student learning. Criteria for evaluating teaching may be found in the table, "Table of Teaching Criteria" in the appendix. It is the responsibility of each faculty member to clearly articulate how their teaching activities relate to the five areas and meet the stated criteria. Not all five areas nor all criteria in each area need to be met in documenting effective and excellent teaching, and excellent teaching incorporates effective teaching traits. The [CLAS Standards & Criteria for Personnel Evaluation document](#) (Section 1, p. 2) includes examples of how the criteria may be demonstrated.

a) Expectations by Rank

All faculty members should participate in expected teaching activities outlined in the "Table of Teaching Criteria" in the appendix. Assistant professors should demonstrate many of the qualities of effective teaching, associate professors should demonstrate consistent effective teaching and some characteristics of excellent teaching, and professors should demonstrate teaching excellence marked by leadership as specified in the "Table of Teaching Criteria" in the appendix. Not all five areas nor all criteria in each area need to be met in documenting effective and excellent teaching, but faculty should strive to demonstrate effective and/or excellent teaching in as many categories as possible. Additionally, excellent teaching incorporates effective teaching traits.

b) Teaching Criteria

See the table "Criteria for the Evaluation of Teaching" in the appendix (pages 9 & 10).

2. Scholarly Activity

Within a normal full-time load, all Regular Faculty, are expected to engage in scholarship or creative activity related to the unit, college, or profession. In scholarship and creative activity, Grand Valley State University values and welcomes a variety of forms, including the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (which includes the scholarship of teaching and learning [SoTL] and discipline-based education research). ([FH 3.01.B](#))

All faculty members are expected to engage in scholarly activity whose outcomes are shared with peers or broader audiences, and to clearly describe and appropriately document their work when being evaluated so that colleagues are able to evaluate its quality and significance. This scholarly activity must be sufficient to demonstrate that faculty members remain active, engaged, and up-to-date in their areas of expertise. The department values innovation and quality in scholarship, and embraces diverse paths to professional excellence. Within the Department of Mathematics, this achievement is reflected in a consistent pattern of active, continuing involvement in scholarship relevant to mathematics and/or mathematics education.

a) Peer-Review and Peer-Validation

The CLAS Standards and Criteria for Personnel Evaluation document (p. 7) stresses the importance of scholarship that is "validated by peers". For purposes of evaluation and personnel decisions, we define peer review as independent evaluation by an outside expert before dissemination and peer-validation as independent evaluation by an outside expert either before or after dissemination. We wish to emphasize that traditional, peer-reviewed publication of books, articles, and chapters, while certainly an important and easily verifiable kind of professional achievement, is only one form of peer-validated scholarship. Peer validation may take other forms and may occur in various ways.

Examples of Peer-Validation: A faculty member disseminates:

- i) An article in a widely-distributed, practitioner-oriented venue that is not peer-reviewed;
- ii) Scholarship in a blog with a wide readership; or

- iii) An open-source text book or other curricular material that is not peer-reviewed.

If knowledgeable peers with appropriate credentials read this scholarly contribution and attest to its scholarly excellence and impact, then the department may consider the contribution to have been favorably validated by knowledgeable peers, even though the review would necessarily have taken place after dissemination.

Similarly, if a faculty member devotes sustained, scholarly attention to helping a local school create and implement new curricular materials and pedagogical strategies, and if that district's teachers and administrators comment favorably and specifically on the faculty member's scholarly contributions to the district's educational endeavors, the department may consider the faculty member's scholarly contributions to have been validated favorably by knowledgeable peers.

Whether a faculty member engages in traditional, peer-reviewed publication and presentation or in other forms of scholarly activity, it is the responsibility of the faculty member under review to provide evidence both of the scholarly contributions (the observable "outcomes" of the scholarly activity) and of favorable peer validation. It is necessary that peer validation (other than traditional peer-review) be substantive and shared with the department. Department colleagues have the authority and responsibility to determine what constitutes a "peer" and whether a scholarly product has been "peer reviewed" or "peer validated".

b) Expectations by Rank:

Faculty at all ranks are expected to engage in personal professional development, scholarly discourse, and research in progress as specified in the [CLAS Standards and Criteria for Personnel Evaluation](#) document (p. 5) and in the table "Criteria and Examples for Evaluating Scholarly Activity" in the appendix (p. 11).

Additionally, assistant professors and untenured associate professors are expected to produce at least one "creative intellectual contribution to knowledge that is validated by peers and shared with others outside of Grand Valley State University" for tenure. Associate professors need a "consistent record of scholarly creative contributions to their discipline" and "professional recognition through scholarship or creative activity" for promotion to professor, so they are expected to produce at least one scholarly contribution (as specified in the table "Criteria and Examples for Evaluating Scholarly Activity" in the appendix) every 3-5 years. Professors are expected to average at least one scholarly contribution every three years.

c) Scholarly Activity Criteria and Examples

See the table "Criteria and Examples for the Evaluation of Scholarly Activity" in the appendix (p. 11).

3. Service

As in teaching and scholarship, the Mathematics Department joins the College of Liberal Arts and Sciences in celebrating the diverse and creative ways that our faculty demonstrate responsible citizenship through service to the institution (unit, college, university), the discipline/profession, and/or the community. All faculty members are expected to engage in active, effective service appropriate to the needs of the department and the faculty member's rank. In addition, "faculty members are expected to undertake increasingly responsible service work over the course of their university careers. It is also expected that untenured faculty members will concentrate on developing competence in teaching or professional effectiveness and scholarship and that the amount of expected service will be adjusted accordingly." [\(FH 3.01.C\)](#)

a) Expectations by Rank

Assistant professors are not expected to participate in service in their first year in the Department of Mathematics at GVSU; in subsequent years, they should contribute effectively to the unit, in ways that allow them the time to become effective teachers and establish a program of scholarly activity that will result in at least one peer-validated scholarly contribution (as required for tenure and promotion to the rank of Associate Professor). Associate Professors should contribute effectively to the unit and to at least one of the following: the institution at the college or university level, the discipline/profession, or the community; they should also seek out opportunities to demonstrate leadership in service. Professors should demonstrate a sustained record of active, effective service of increasing responsibility to the institution (unit, college, and/or university) and to the discipline/profession or the community, including leadership contributions in one or more areas as outlined in the table "Criteria and Examples for the Evaluation of Service" in the appendix.

b) Service Criteria and Examples

See the table "Criteria and Examples for the Evaluation of Service" in the appendix (page 12).

III. Requirements for Contract Renewal, Tenure, and Promotion

A. Burden of Proof

For the personnel actions listed below, 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 ([BOT, Section 4.2.9.1](#)).

The following general guidelines apply to all personnel actions:

B. Years Brought in Toward Tenure

According to the Board of Trustees Policies ([BOT, Section 4.2.7](#)):

Allowance may be given for up to three (3) full-time equivalent years of service of an academic nature in other institutions of higher learning at the rank of Assistant Professor or higher, service as a Librarian or full-time service as a visiting faculty member at the rank of Assistant Professor or higher at Grand Valley State University.

The exact number of years equated toward the probationary period will be stipulated in writing as a part of the appointment process. Years granted for prior service count towards promotion eligibility. Years granted for prior service affect sabbatical eligibility as described in [Section 4.2.25](#).

In evaluating faculty members for contract renewal and tenure, scholarly accomplishments as well as service contributions to the discipline/profession and community from the years brought in toward tenure will be considered; however, for both contract renewal and tenure, the faculty member must demonstrate the requisite scholarly accomplishments while at GVSU and required service contributions to the institution for their rank, as described in the sections below. Additionally, the faculty member must demonstrate, while at GVSU, the teaching criteria for their rank, as specified in the sections below.

C. Contract Renewal

For contract renewal, the level to which the criteria must be met depends on the number of years remaining until the tenure decision.

D. Tenure

For Assistant Professors, the criteria for tenure and for promotion to the rank of Associate Professor are the same. To earn tenure, candidates at the rank of Associate Professor or Professor must meet the criteria for their current rank.¹ All decisions regarding the granting of tenure will necessarily entail judgments about both the present level of a faculty member's accomplishment and performance and the prospect of its continuation in the future ([BOT, Section 4.2.8.3](#)).

E. Promotion

For promotion, the individual should demonstrate the criteria to be promoted to that rank (as specified in the table in Section III.F below).

- **To Associate Professor:** Ordinarily, at least five full time equivalent years at the rank of Assistant Professor must be completed before an Assistant Professor may be considered for promotion to Associate Professor. The five-year requirement includes any allowance for prior service ([BOT, Section 4.2.5.1](#)).
- **To Professor:** Ordinarily, at least six full time equivalent years at the rank of Assistant Professor must be completed before an Assistant Professor may submit materials for review to be considered for promotion to Professor. The six-year requirement includes any allowance for prior service. Seniority alone shall not be sufficient for promotion ([BOT, Section 4.2.5.1](#)).

F. Early Tenure and/or Promotion

To be awarded early tenure and/or promotion, a faculty member must demonstrate that they have exceeded the expectations in all three areas of evaluation (see [BOT, Section 4.2.9.1](#)), as defined by unit and college criteria ([BOT, Section 4.2.8.4](#)).

¹ According to the BOT policies ([Section 4.2.8.3](#)) & the [CLAS Standards](#), a candidate at the rank of associate professor must meet the standards and criteria for that rank (as specified in [Section 4.2.5.1](#)) and a candidate at the rank of full professor must meet the standards and criteria for that rank (as specified in [Section 4.2.5.1](#)) to be awarded tenure. According to [Section 4.2.9.1.C](#), unit standards and criteria may be more specific than College standards and criteria (which may be more specific than University standards and criteria), but may not contradict or conflict with them or the University standards and criteria.

G. Table of Criteria

Specific Criteria that must be met in each area of evaluation			
	Contract Renewal	Tenure* and Promotion to Associate Professor	Promotion to Professor
Teaching	The candidate's portfolio will provide specific evidence of progress toward achieving the professional standing necessary for promotion and/or tenure.	Both tenure and promotion to Associate Professor require consistent effectiveness in teaching. (BOT 4.2.8.3 , BOT 4.2.5.1, FH 3.01B, & CLAS Standards)	Promotion to Professor requires consistent excellence in teaching marked by leadership. (BOT 4.2.5.1 & CLAS Standards)
Scholarly Activity		Both tenure and promotion to Associate Professor require: <ul style="list-style-type: none">• At least one completed scholarly contribution while at GVSU appropriate to the faculty member's discipline• Professional recognition through scholarship, and• Evidence of professional development. (BOT 4.2.8.3, BOT 4.2.5.1, FH 3.01A, & CLAS Standards)	Promotion to Professor requires: <ul style="list-style-type: none">• Acknowledged professional recognition through scholarship,• A consistent record of contributions to their discipline including continued engagement in scholarship after achieving the rank of Associate Professor, and• Continued professional development. (BOT 4.2.5.1 & CLAS Standards)
Service	The candidate's portfolio will provide specific evidence of progress toward achieving the professional standing necessary for promotion and/or tenure.	Both tenure and promotion to Associate Professor require service to the unit and to at least one of the following: the institution at the college or university level, the discipline/profession, or the community. (BOT 4.2.8.3, BOT 4.2.5.1, FH 3.01C, & CLAS Standards)	Promotion to Professor requires: <ul style="list-style-type: none">• A sustained record of active and increasingly responsible service,• Leadership, and• Vital and sustained contributions to the institution, and the discipline/profession or the community. (BOT 4.2.5.1 & CLAS Standards)

* For Assistant Professors, the criteria for tenure and for promotion to the rank of Associate Professor are the same. To earn tenure, candidates at the rank of Associate Professor or Professor must meet the criteria for their current rank.

IV. Annual Evaluation (Merit Review) Criteria

A. Performance Ratings

Each faculty member will receive one of the overall ratings of: Less than Satisfactory, Satisfactory, or Exemplary in their Written Performance Summary.

Less than Satisfactory: Faculty who fail to meet several expectations for their rank and significant focus, outlined below, should be rated Less than Satisfactory. Also, faculty who have accomplished the minimum expectations, but whose quality of work is considered inadequate based on the standards of their current faculty rank should be rated Less than Satisfactory.

Satisfactory: Faculty who meet most or all of the expectations for their rank and significant focus, outlined below, should be rated Satisfactory.

Exemplary: Faculty whose work meets the expectations for their rank and significant focus, outlined below, and whose work is distinguished in quality and by a tangible accomplishment or by recognition external to the department, in at least one of the three areas of evaluation (teaching, scholarly activity, or service), should be rated Exemplary. Examples of exemplary activities in each of the three areas of evaluation are provided in the table in Section V below.

Note: For each area of evaluation (teaching, scholarly activity, and service), each faculty member will receive a rating of Meets Expectations, Partially Meets Expectations, or Does Not Meet Expectations. A rating of Meets Expectations indicates that the criteria for that area and the faculty member's rank and significant focus have been met. A rating of Partially Meets Expectations or Does Not Meet Expectations indicates that the criteria for that area and the faculty member's rank and significant focus have not been fully demonstrated.

B. Burden of Responsibility

Areas of Evaluation: Faculty will be evaluated in the following three areas: teaching, scholarly/creative activity, and service. Each of the criteria listed below must be demonstrated to some degree, but teaching is regarded as the most important ([BOT 4.2.9.1](#)). It is the responsibility of the faculty member to present evidence, in the FAR and other required/optional materials, of ways they have met the expectations of each area of evaluation and, when applicable, of exemplary work.

Significant Focus: It is the responsibility of the faculty member to document activities equivalent to the credit hours in each area of their significant focus. See Section II.B for information about evaluating significant focus, and as explained there, each credit hour of significant focus should correspond to approximately 50 hours of work.

C. Teaching

For merit review, all faculty members should participate in expected teaching activities outlined in the “Table of Teaching Criteria” in the appendix. Assistant professors should demonstrate many of the qualities of effective teaching, associate professors should demonstrate effective teaching and at least one characteristic of excellent teaching, and professors should demonstrate effective teaching and several aspects of teaching excellence as specified in the “Table of Teaching Criteria” in the appendix. Not all five areas nor all criteria in each area need to be met in documenting effective and excellent teaching, and excellent teaching incorporates effective teaching traits.

D. Scholarly Activity

For merit review, as specified in the [CLAS Standards and Criteria for Personnel Evaluation](#) document (p. 5), “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.” See the corresponding columns in the table “Criteria for Evaluating Scholarly Activity” in the appendix. Additionally, assistant professors and untenured associate professors should articulate well-defined focused goals for scholarly activity that demonstrate progress toward the requisite “creative intellectual contribution to knowledge that is validated by peers and shared with others outside of Grand Valley State University” required for tenure. Associate professors should provide evidence of scholarly contributions (as specified in the “Table of Criteria for Evaluating Scholarly Activity” in the appendix) once every 3-5 years. Professors are also expected to provide evidence of scholarly contributions approximately once every three years.

E. Service

For merit review, all faculty should engage in active, effective service appropriate to the needs of the department and the faculty member’s rank. Assistant professors, after their first year at GVSU, should demonstrate effective contributions to the unit as specified in the table “Criteria and Examples for the Evaluation of Service” in the appendix. Associate professors should demonstrate effective service to the unit and to at least one of the following: the institution at the college or university level, the discipline/profession, or the community as outlined in the table “Criteria and Examples for the Evaluation of Service” in the appendix. Professors should demonstrate effective contributions to the institution (unit, college, and/or university) and to the discipline/profession or the community as outlined in the table “Criteria and Examples for the Evaluation of Service” in the appendix.

F. Exemplary Activity Examples in Each Area of Evaluation

Examples of Exemplary Practices <i>Exemplary practices are not limited to the list below. It is the responsibility of the candidate to provide evidence of exemplary work</i>		
Teaching	Scholarly Activity	Service
Assigned Teaching <ul style="list-style-type: none"> Receiving an award or recognition for teaching excellence. Course Content and Curricular Development <ul style="list-style-type: none"> Developing a new course or program.* Substantial curriculum development.* External recognition of developed curriculum or high-impact learning experiences. One-on-one Mentoring <ul style="list-style-type: none"> Recognition, beyond the department, of superior mentoring of undergraduate researchers. Advising <ul style="list-style-type: none"> Receiving an award or recognition for excellence in advising. Reflection <ul style="list-style-type: none"> Giving an invited talk or plenary talk about a teaching innovation. 	<ul style="list-style-type: none"> Receiving an award or recognition for scholarly excellence. Publishing an open-source textbook that is validated externally. Publishing a book through an established publisher (not self-published). Publishing an article in a competitive peer-reviewed research journal. External recognition of a published article/chapter through republication or other means. The awarding of an externally peer-reviewed competitive grant (not for conference attendance).♦ Receiving excellent ratings on a highly-competitive externally peer-reviewed grant application. 	<ul style="list-style-type: none"> Receiving an award or recognition for service excellence. Chair or leadership position in a significant professional or community organization/board/committee.*♦ Appointment as the chair of a task force or committee that produces an exemplary product that positively impacts the department or university.*♦ Success in organizing a conference.* Highly significant community or K-12 outreach.*

* Above and beyond any significant focus or reassigned time granted for the activity.

♦ These activities will only result in an exemplary rating in the first year unless there are exemplary new products or outcomes that warrant a continued exemplary rating.

V. Appendix

The following tables are provided in this section: Criteria for the Evaluation of Teaching, Criteria and Examples for the Evaluation of Scholarly Activity, and Criteria and Examples for the Evaluation of Service.

Criteria for the Evaluation of Teaching

Teaching Components	Teaching Responsibilities Expected of All Faculty	Effective Teaching	Excellence in Teaching (includes effective teaching, and, in addition to characteristics listed in this column, excellence may also be demonstrated by evidence of a deeper scope of characteristics identified as "effective")
Assigned Teaching	<ul style="list-style-type: none"> • Satisfy the selected Teaching Requirements specified in Section 3.03.A-E of the Faculty Handbook. • Maintain professionalism in relationships with students as specified in Section 3.04.D of the Faculty Handbook. • Flexibility in teaching schedules to satisfy departmental needs, and willingness to adjust teaching schedules due to unforeseen circumstances. 	<ul style="list-style-type: none"> • Use teaching/learning techniques such as lecturing, discussion, problem solving, small group work, student presentations, etc., that promote learning. • Utilize appropriate questioning techniques. • Inspire students to think about the subject matter in new and intellectually challenging ways. • 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. • 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. • Knowledgeable in the field of their assigned teaching. • Establish and maintain high academic standards. • Use appropriate pedagogies and relevant assessments of student learning. • Challenge and engage students. • Exhibit effective communication and human relations skills. 	<ul style="list-style-type: none"> • Expertise in classroom instruction. • Devotion of time and effort into educating themselves and their peers on best practices in teaching both in and out of the classroom. • Facilitate high-impact learning experiences for students (e.g., community-based learning, undergraduate research, supervising independent studies/honors theses). • Encourage deep learning, rather than surface approaches. • Develop students' critical thinking skills, problem-solving skills, and problem-approach behaviors. • Enable students to become independent learners.
Course Content and Curricular Development	<ul style="list-style-type: none"> • Contribute to revising or developing curricula in their area of expertise as needed by the unit. 	<ul style="list-style-type: none"> • Recognize when to lead pedagogical activities in the classroom and when to allow room for the students to think and perform independently. • Create environments and materials which interest students and make them active participants in their own learning. • Remain current in the areas of teaching responsibility. • Revise 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. • Address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. 	<ul style="list-style-type: none"> • Demonstrate an ability to transform and extend their students' knowledge. • 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. • 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. • Play a leadership role in revising or developing curricula as needed by their unit. • Create high-impact learning experiences for students (e.g., community-based learning, undergraduate research, supervising independent studies/honors theses).

Blue, CLAS Standards & Criteria for Personnel Evaluation, Guidelines for Teaching Portfolio, p. 4

Green, CLAS Standards & Criteria for Personnel Evaluation, Effective Teaching, p.2

Black, Dept. of Mathematics added characteristics

Orange, FH or BOT

	Teaching Responsibilities Expected of All Faculty	Effective Teaching	Excellence in Teaching (includes effective teaching, and, in addition to characteristics listed in this column, excellence may also be demonstrated by evidence of a deeper scope of characteristics identified as “effective”)
One on One Mentoring or Research with Students		<ul style="list-style-type: none"> Stimulate intellectual curiosity by the strength of their own intellects, by praise, and by suggestion. Clearly convey elegance of thought as a top priority of learning. Reward students meaningfully for outstanding work and know how and when to do it. Active, vigorous engagement with students in other learning environments 	<ul style="list-style-type: none"> Encourage deep learning, rather than surface approaches. Develop students' critical thinking skills, problem-solving skills, and problem-approach behaviors. Enable students to become independent learners. Reward students meaningfully for outstanding work and know how and when to do it. Advise peers and junior colleagues about resources and best practices available to them for mentoring students. Show leadership by creating environments and working to make available resources conducive to research with students and fostering one-on-one mentoring of students.
Advising of Students		<ul style="list-style-type: none"> Leave something of themselves with their students. Demonstrate to students the importance of life-long learning. Serve as an important role model. Make the time and have the flexibility to make each student feel that their individual learning experience is the top priority for the advisor. Continually learn about university resources and references. Recognize when and where students need to be directed for the guidance they need. Effective academic and professional advising. Support students' academic and professional growth. 	<ul style="list-style-type: none"> Connect not only to good students but effectively reach out to students who have more challenges. Help junior faculty develop their advising through leadership and mentorship.
Reflection on Teaching	<ul style="list-style-type: none"> Update teaching in response to student feedback, other formative and summative feedback, and professional development activities related to teaching. 	<ul style="list-style-type: none"> Develop feedback mechanisms that monitor the effectiveness of teaching. Demonstrate the ability and confidence to adjust teaching styles to achieve more productive learning experiences for students. Practice self-critique and personal pedagogical development 	<ul style="list-style-type: none"> Help lead discussions among junior faculty and their peers for improving teaching practices. Help peers define frames into which they can fit their teaching philosophies and practices. Lead activities that will allow their peers to best evaluate and improve their teaching.

Blue, CLAS Standards & Criteria for Personnel Evaluation, Guidelines for Teaching Portfolio, p. 4

Green, CLAS Standards & Criteria for Personnel Evaluation, Effective Teaching, p.2

Black, Dept. of Mathematics added characteristics

Orange, FH or BOT

Criteria and Examples for the Evaluation of Scholarly Activity

	Personal Professional Development (Expected of All Faculty)	Engagement in Scholarly Discourse	Research or Work-in-Progress	Scholarly Contributions
Criteria	<ul style="list-style-type: none"> Continued learning in one's field. Acquiring, developing, or maintaining the knowledge, skills, or expertise necessary for one's continued professional engagement. Well-defined, focused goals for one's scholarly activity (which might address several distinct scholarly or creative areas). 	<ul style="list-style-type: none"> Actively supporting, facilitating, or evaluating the scholarship of others. Participation in the larger community of that scholar's discipline. Active use of one's scholarly/creative endeavor in the classroom. 	<ul style="list-style-type: none"> Conducting research (i.e., organized inquiry and investigation). Conducting interdisciplinary collaborative research. 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. Continued growth and productivity within one's scholarly or creative activity. Engaging in scholarly work that is student-centered, actively engages students, and provides a high-impact learning experience. 	<ul style="list-style-type: none"> A tangible contribution to knowledge that is publicly-shared and peer validated (as described in Section III.B.1. of this document).
Examples	<ul style="list-style-type: none"> Continued reading in the field (books, articles, blogs, etc.). Attending professional conferences. Attending or participating in workshops or training sessions. Acquiring new competencies (e.g., learning a new language, new methodology, or new technology). Licensure. Engaging in training that results in a professional certificate. Enrollment in graduate courses or other continued education. Participation in professional meetings, institutes, and workshops. 	<ul style="list-style-type: none"> Active participation in departmental seminars or colloquia. Presenting a faculty research seminar or invited research lecture. Serving on graduate committees. Conducting workshops or training sessions in one's area of expertise. Organizing, chairing, or moderating a conference session. Writing book reviews. Serving as a juror, referee, adjudicator, or curator. Supervising student research projects. Editorial assignments and activity such as serving on an editorial board. Holding official positions in professional organizations when the position has scholarly outcomes. 	<ul style="list-style-type: none"> Preparing and submitting grant proposals. Establishing a lab. Conducting research in archives and libraries. Literature review. Data collection (experiments, interviews, etc.). Submission of manuscripts for publication. Revising manuscripts for publication. Receiving a commission. Conducting research or preparatory activities in active collaboration with students. 	<ul style="list-style-type: none"> Publishing peer-reviewed books or articles. Receiving competitive grants for scholarly or creative activity. Conference presentations; presentations at professional meetings. Whitepapers or position papers for organizations. Creating manuals or other substantial pedagogical material used by others. Consulting in one's discipline. Any of the above items produced in collaboration with one or more students.

Blue, CLAS Standards & Criteria for Personnel Evaluation, Forms of Scholarly/Creative Activity, p. 7

Green, CLAS Standards & Criteria for Personnel Evaluation, Scholarly/Creative Activity, p.5

Black, Dept of Mathematics added characteristics

Orange, FH or BOT

Criteria and Examples for the Evaluation of Service

	Service Responsibilities Expected of All Faculty ¹	Other Service Activities	Service Leadership Activities This list is not exhaustive ²
Sharing in the collective work of the Institution	<ul style="list-style-type: none"> Attend department meetings. Participate in the search process for hiring new faculty. Review sabbatical proposals. Assist with activities that help fulfill the institutional mission (unit, college, and university). Comment on personnel files, and otherwise participate in unit personnel decisions. Attend college meetings. 	<ul style="list-style-type: none"> Active participation in faculty governance or other elected committees within the institution (unit, college, and/or university). Active participation in volunteer committees, appointed committees, task forces, and duties linked to special assignments within the institution. Contributions of service linked to achieving the goals of strategic plans within the institution (unit, college, and/or university). Advising a student group. Chairing a task force Serving as a contact for potential transfer students. Serving on a search committee at the unit, college, or university level. Participating on hearing panels for Inclusion and Equity investigations. Serving as a course coordinator. Participating in the assessment process for a general education course. Writing a general education course assessment report. Writing letters of support for students applying for scholarships. Writing student recommendations for awards, graduate school, etc. 	<ul style="list-style-type: none"> Serving as Unit Head. Serving as Assistant Chair. Chairing a major college or university committee. Chairing a search committee at the unit, college, or university level. Writing a successful grant proposal that helps achieve strategic goal initiatives (unit/college/university).
Participation in events and activities that help create a vibrant university culture and foster an atmosphere of inquiry and learning		<ul style="list-style-type: none"> Substantiated, active service advising student organizations. Participation in student-centered events such as student recruitment, scholarship interviews, and student registration. Service to current and prospective students and to alumni. Extensive curriculum development. Serving as a special advisor for first generation students from low-income families, students of minority populations, international students. Volunteering for unit, college, or university recruiting efforts. Becoming and acting as an inclusion advocate. Mentoring students. Mentoring new faculty. Supervising internships. Preparing unit, college, or university-level grant proposals. Participating in alumni meetings. Attending the departmental Student Awards banquet. 	<ul style="list-style-type: none"> Chairing a professional conference, workshop, or lecture series to be held at GVSU. Play a leadership role in extensive curriculum development. Leadership in assessment or accreditation effort. Leading alumni meetings. Helping bring new campus or university initiatives to fruition. Acting as a resource for other faculty related to new initiatives or the use of new technology introduced in the university. Representing the university on public media.

¹ Normal departmental activities (e.g., attendance at department or college meetings, reviewing sabbatical proposals, commenting on personnel files, etc.) are a basic expectation of all faculty members. These activities are not sufficient to be considered satisfactory performance in the area of service. [\(FH 3.01.C\)](#)

² It is up to the candidate to make the case that other service roles are leadership activities.

		<ul style="list-style-type: none"> • Nominating students for departmental awards. 	
	Service Responsibilities Expected of All Faculty	Other Service Activities	Service Leadership Activities
Service to a faculty member's discipline and profession that enhances scholarly and professional communities	<ul style="list-style-type: none"> • Membership in appropriate professional organizations. 	<ul style="list-style-type: none"> • Demonstrated service to professional organizations. • Organizing a contributed paper session at a professional conference. • Serving on a professional organization committee. • Advance the profession. • Enhance the quality of scholarly and professional organizations. • Conference reviewer or editor. • Peer reviewing for a journal. • Peer reviewing for other than a journal. • Contributing time and expertise to a professional society or organization. • Refereeing or reviewing disciplinary/professional grant proposals for funding organizations. 	<ul style="list-style-type: none"> • Serving on an important professional committee. • Chairing a professional committee. • Chairing a professional conference. • Serving as an organizer or leader of professional workshops, panels, or meetings. • Holding official leadership roles in professional or scholarly organizations.
Service to public communities beyond the campus that employ the faculty member's expertise	<ul style="list-style-type: none"> • Act as a responsible representative of the university. 	<ul style="list-style-type: none"> • Tangible contributions to the local, regional, national, and/or global community. • Volunteering in K-12 schools. • Conducting professional development for teachers. • Use professional expertise to contribute to the public's knowledge and welfare. • Engaging in community outreach or community engagement efforts/projects. • Acting as a board member in a community-based, corporate, or governmental organization. • Consulting activities with private and public organizations. • Volunteering services as a consultant on community projects when representing the university. • Contributing time and expertise to a community organization. • Giving presentations in the area of expertise to the public. • Volunteer for Science Olympiad or similar event. • Faculty participation in a study abroad program. 	<ul style="list-style-type: none"> • Serving in a leadership role in a community-based, corporate, or governmental organization. • Using one's expertise to offer insight or provide analysis of issues via public, non-academic media. • Organize and lead an event for Science Olympiad. • Play a leadership role in establishing a new community-based course. • Establish a new study abroad program.