

# **College of Education Faculty Policies and Practices**

*Note:* All COE policies are supplemental to university policies in the GVSU Faculty Handbook,  
<https://www.gvsu.edu/policies/>

**Updated 11/20**

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## General Information

*Structure.* The College of Education includes the Dean's Office, four academic departments, three administrative offices, and three TRiO programs. (see Organizational Chart)

*Governance.* College governance was approved during 2007 and 2008. (see Governance Structure and Flowchart)

*Conceptual Framework.* The College's conceptual framework forms the basis of unit philosophy and operations. (see Conceptual Framework)  
Approved September 2008, Faculty Council

*College/University Calendars.* The College follows the university calendar with two exceptions: a) Field courses follow school district calendars rather than the university schedule; b) Most graduate classes take spring break with area school districts rather than with the university.

*Meetings.* College Assembly and Faculty Council are to be scheduled at times that allow the greatest attendance.  
Approved April 14, 2008, Faculty Council

*Graduate Assistants.* Tenured/tenure-track faculty may request a graduate assistant by completing an application available from the Graduate School. (see Graduate Education Policies & Procedures Manual)

*Graduate Program Directors.* Department chairs or their designees are responsible for attending university meetings of graduate program representatives. Approved September 29, 2005, Faculty Council.

## Governance Structure

### A. Faculty Council

**i. Charge:** The Council shall be a forum for discussion of academic and personnel issues and shall recommend to the Dean policies and procedures for the College. The Council operates in accordance with the faculty bylaws and procedures of Grand Valley State University.

**ii. Membership:** Faculty of the COE who hold tenured, tenure track, and joint appointments of at least 51% in the COE shall comprise the membership. In addition, the membership will include one representative from the Staff Council and one representative from the Affiliate Faculty Council. The Dean will maintain membership in ex officio status.

**iii. Leadership:** The chair shall be tenured and elected by the membership of Faculty Council. The chair will serve three years beginning with the spring term. At the last meeting of the fall semester of the chair's third year, the chair must go up for renewal of term, or a chair-elect, also tenured, will be chosen by the membership of Faculty Council. If the chair is renewed, the chair-elect will be selected at the last meeting of the fall semester of the chair's third year of the second term. The chair-elect will serve in that capacity during the chair's last semester, and then will serve a full term as chair beginning the following year. The chair will serve on the Dean's Leadership Team and is limited to serve no more than 2 consecutive terms at any given time, but no limit on terms served over a lifetime.

**iv. Operations:** Meetings will be held at least 2 times a semester (i.e., a minimum of 4 times per year) or at the petition of 25% of membership. Meetings will be open to all professional education faculty and staff. Quorum consists of a majority of eligible members, not counting faculty on university-approved leave. All items requiring a Faculty Council vote must be distributed by email and/or written documents to all members at least two weeks prior to the meeting at which the vote will occur.

Decisions are made by a majority of those voting, except for changes in the governance structure, which require a two-thirds vote of the membership. Absentee ballots may be cast by faculty on university-approved leave or by those with scheduled teaching assignments. They must be received in writing by the chair prior to the meeting to be valid. Amendments to a motion will make prior absentee ballots null and void.

**v. Committee Structure:** The following committees report to Faculty Council – College Personnel Committee (CPC), College Curriculum Committee (CCC), Scholarships, Awards, and Merit Committee (SAM), Teacher Education Council (TEC), and Advanced Programs, Policies, and Practices Committee (C-APPPC).

College committees are representative of the faculty and make recommendations that address the needs of the college. Committees will provide notice of meetings, agendas, and minutes as appropriate on Blackboard, by email, or by written document two weeks in advance.

## B. College Personnel Committee (CPC)

**Charge:** To review and recommend to the Dean on all recommendations from the units for promotion, tenure, contract renewal, and sabbatical leaves; to review and recommend regarding dismissals for adequate cause referred by the Dean; to review current personnel policy and recommend new personnel policy to Faculty Council as needed. All five committee members will vote on recommendations for COE faculty personnel actions.

**Membership:** Membership consists of five regular tenured faculty from the College serving staggered three-year terms.

The five committee members include one from each unit and one member elected at-large by the Faculty Council. All five must be elected individually by eligible regular faculty in closed ballot at the last Faculty Council meeting of the academic year. Each unit must submit a nominee to represent the unit on the CPC for a 3-year term or to complete a 3-year term when an opening occurs. Each unit nominee must be approved by a simple majority of Faculty Council present. Additionally, each unit shall submit a nominee to serve the COE at-large role on CPC for a 3-year term or to complete a 3-year term when an opening occurs. At two-round system of elections are held until 1 at-large nominee receives more than 50% of the total faculty present.

**Operations:** The committee will elect its chair and vice chair annually from among the College Personnel committee members. The chair must have prior personnel committee experience.

At the first meeting of each fall semester, committee members will vote on whether the Dean will serve as a non-voting ex-officio member of the college personnel committee. The results of the decision shall be reported to the Chair of the University Academic Senate.

If the Dean is not serving as an ex-officio member, the chair of the committee will meet with the Dean to discuss its recommendations. After CPC makes its recommendations to the Dean, the CPC Chair shall submit a list of the general CPC recommendations to the Faculty Council Chair for inclusion in the next set of Faculty Council minutes.

## C. College Curriculum Committee (CCC)

**Charge:** To review and recommend to the Dean on curricular matters, including proposals for new courses, programs, majors, minors, general education, prospecti and final plan proposals, and other university documents and criteria for program admission. The committee will monitor and review curricular consistency with competencies and objectives required for accreditation, state approval, and specialty program approval. All curriculum changes must be reported to the Director of Administrative Services upon UCC approval.

**Membership:** Membership consists of five regular faculty members, one from each unit, and one at-large member, elected by closed ballot on or before the final unit meeting of the academic year, serving staggered three-year terms. UCC representative serves as a non-voting Ex-officio

member of the CCC. Regular faculty members must have completed their first personnel review. Committee members will elect their own chair and vice chair annually and will meet as needed.

**Operations:** Curricular proposals move from the initiating faculty member to the initiating unit for discussion, vote, and recommendation to the unit head. Proposals will then be forwarded for review to the College Curriculum Committee and to each Unit Head within the COE, and be available for member review for a minimum of two weeks before committee action, then to the Dean, then to the university curriculum committees.

#### **D. Scholarship and Awards Committee**

**Charge:** To review and select College student scholarship recipients and to promote, select and recommend to the Dean faculty, staff, and students for recognition through the annual awards process.

**Membership:** Members will include four tenured/tenure-track faculty members elected by the faculty (one from each department), one member from the Affiliate Faculty Council, and one member from the Staff Council serving staggered three-year terms and chaired by a member elected by the committee. A representative of the Dean's office shall also be selected to serve on the committee.

**Operations:** A simple majority vote is needed for action by the committee. The chair will notify Faculty Council membership of all recommendations from the committee.

#### **E. Teacher Education Council (TEC)**

(Approved September 18, 2017, Faculty Council)

**Charge:** The charge of the Teacher Education Council is twofold. One charge is to review current policies and practices affecting initial teacher preparation and recommend revisions to, or creation of, improved policies and practices. Policy recommendations will be made to the College of Education Faculty Council; curricular recommendations will be made to the academic unit(s). A second charge is to ensure the implementation of curriculum and programming as collegially determined by council members prior to the standard curriculum approval process.

**Membership:** Members of the council will be appointed by each Dean and will be named Teacher Education Liaison. Membership will represent the College of Education and teachable majors within the College of Liberal Arts and Sciences. A Provost Office representative will attend on an "as needed" basis. Members are expected to be active, meaning the council will meet as a group to discuss issues, then form smaller ad hoc committees to implement the vision. Membership consists of the following:

<b>College of Education</b>	<b>College of Liberal Arts and Sciences</b>
1 Affiliate faculty	1 Art or Music Education faculty
1 Early Childhood faculty	1 English Education faculty
1 Educational Technology faculty	1 Math Education faculty
1 Elementary Education faculty	1 Modern Language faculty
1 Foundations of Education faculty	1 Movement Science faculty
1 Graduate Teacher Certification faculty	1 Psychology faculty member
1 Literacy Studies faculty	1 Science Education faculty
1 Secondary Education faculty	1 Social Studies Education faculty
1 Special Education faculty	1 Coordinator, CSAT major faculty
1 Director, Student Information and Services Center	1 CLAS Assistant Dean for Advising & Student Services (ad hoc member)
Associate Dean	Associate Dean
Unit Head, Department of Teaching & Learning or Director, Teacher Education	

**Terms:** Initially, two and three year staggered terms. Thereafter, terms of service will be two years, unless the liaison is not completely fulfilling the responsibilities of the position.

**Operations:** Consideration for the review of existing policies, practices, and curriculum or the creation of new policies, practices, and curriculum affecting initial candidates will be given by requests from faculty, affiliates, administrative professionals, and staff. Recommendations will be brought forth to the College of Education Faculty Council when two-thirds of the voting committee members are in agreement with the recommendation.

**Voting Members:** COE and CLAS faculty liaisons will be permitted to vote.

**Non-voting Members:** Ex officio/ad hoc members are non-voting members and include the following:

#### **COE**

Director, Student Information and Services Center

Associate Dean

Unit Head, Department of Teaching & Learning or Director, Teacher Education

#### **CLAS**

Director, CSAT major

Associate Dean

CLAS Assistant Dean for Advising & Student Services (ad hoc member)

**Meeting Schedule:** The Teacher Education Council will meet the first and third Thursday of every month during the academic year from 3:00 – 5:00 to discuss and develop recommendations to the COE Faculty Council. If a Thursday falls on a holiday, the meeting will be cancelled. Meeting location will alternate between the Allendale and Pew campuses, depending on the semester.

Meetings will be held bi-monthly as a whole group. Smaller work groups focused on specific tasks and projects will meet more frequently and report to the EC.

Responsibilities of COE and CLAS Liaisons:

1. Regular attendance at whole group and small group meetings.
2. Full engagement of the work to be done.
3. Responsible for gathering feedback from colleagues within one's college.
4. Responsible for reporting back information from colleges to TE Council.
5. Responsible for disseminating policy and practice changes to colleagues.
6. Recruit and update replacement liaisons.

#### **F. Advanced Programs Policies and Practices Committee (C-APPPC)**

(Approved November 16, 2020, Faculty Council)

**Charge:** The charge is two-fold: (1) recommend new or revised policies and practices to Faculty Council that affect graduate students, faculty, and programs; and (2) collaboratively support the needs of graduate students, faculty, and programs (e.g., recruiting, accreditation).

**Membership:** Membership on the committee will include all Graduate Program Directors, all Unit Heads, the Director of SISC, the Coordinator of the Educational Foundations Unit, and one member from the Affiliate Faculty Council. Dean's Office representatives function as ex officio members. The committee will be chaired by a member elected by the committee.

**Operations:** Consideration for the review of existing policies and practices or the creation of new policies and practices affecting graduate students will be given to requests from faculty, staff and administrators. Recommendations will be presented to Faculty Council when two-thirds of committee members are in agreement with the recommendation.

**Meeting Schedule:** The C-APPPC will meet at least two times in the fall semester and two times in the winter semester to discuss and develop recommendations to the Faculty Council. Each recommendation must be presented by the C-APPPC chair to the Units at least two weeks prior to any vote at Faculty Council.

#### **G. Faculty Council Advisory Committee (FCAC) (approved as standing committee 9/14/20 FC meeting)**

**Charge:** This body will: (1) act as liaison to units and other committees, thus providing more fluid and consistent communication between the FC Chair and these entities; (2) provide input

and accountability around the work that is prioritized in FC by assisting in agenda setting; and (3) act in supportive roles around conducting the business of FC (i.e. leading table discussions, facilitating group discussions).

**Membership:** 5 members: 1 tenure/tenure-track faculty representative from each academic unit (voted in by units) with an alternate (must be a unit representative at each meeting) and the Faculty Council chair (voted in by FC).

**Operations:**

**Meetings:** FCAC will meet prior to the beginning of the academic year to set the college work agenda to be reviewed by FC at the first meeting of the academic year. FCAC will meet twice a month, staggering the calendar with FC and unit meetings.

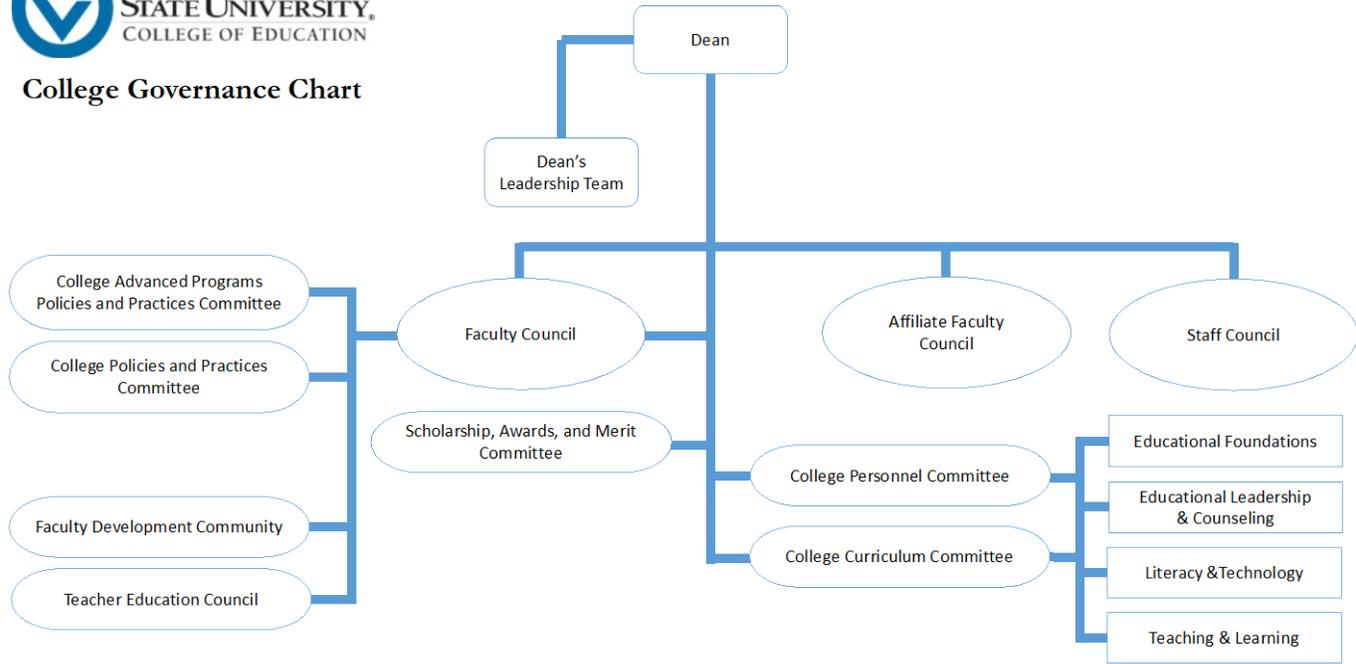
**Roles of members:** Each member acts as a liaison to the individual's unit, in addition to assigned college standing committees or university committees.

**Communication:** (1) Proposals submitted to FC Chair; (2) FC Chair brings proposal to FCAC (discuss, gather information, vet, etc.); (3) FCAC reps share proposal with units/FC Chair shares proposal with Staff Council and Visiting/Affiliate Faculty Council for feedback; (4) Feedback brought to FCAC where revisions could be made on the proposal based on the feedback; (5) Proposal shared/voted upon at FC.

# College Governance Flow Chart



College Governance Chart





## Conceptual Framework

### Philosophy: Student Potential, Ethical Implications

Believing that schools function as social and political entities as well as for the growth of individuals, the College of Education prepares teachers and leaders a) to enhance the academic and personal potential of their students, and b) to evaluate the social and ethical implications of educational policies and practices.

### Mission: “Teaching, Leading and Learning in a Democratic Society”

The College of Education prepares candidates who enhance the individual growth of their students while working to establish policies and practices that promote the principles of democratic education. The College articulates this mission as *Teaching, Leading, and Learning in a Democratic Society*.

### Values: “Expertise, Equity, Liberal Education, Social Responsibility

The College of Education values *expertise* to guide our practice, *equity* to guide our interactions, *liberal education* to guide our perspectives, and *social responsibility* to guide our commitment to democratic education. We value these ideals in our preparation of candidates, our development of faculty, and our relationships with the larger community we serve.

### Alignment of Mission, Values, Dispositions, Knowledge and Skills

Mission	Values	Dispositions	Knowledge	Skills
Teaching and Leading	Expertise and Equity	Believes that all students can learn and that society is best served by the development of individual potential	Understands the theoretical and research base of meaningful teaching, learning and leadership	Demonstrates effective teaching and assessment, responsible leadership and professional vitality
Learning	Liberal Education	Values diverse traditions, varied forms of expression, intellectual honesty, and multiple modes of instruction	Understands that knowledge evolves, crosses disciplinary lines, and relies on skills of critical thinking and ethical judgment	Prepares students for engaged citizenship by seeking varied perspectives and solutions based on knowledge rather than opinion
Democratic Society	Social Responsibility	Believes that educators can shape the direction of schools in a democratic society	Understands that educational policies and practices can foster or impede democratic principles	Collaborates professionally in promoting schools that contribute to free inquiry and democratic citizenship

## Academic Items

### Curriculum & Students

*Course Syllabi.* Syllabi for each course section are to be submitted to the dean at the beginning of each semester. They must include required items from the university faculty handbook and must reflect the Syllabus of Record/Common Assessment used for state approval and national accreditation. (see Course Syllabus Template)

From Draft Policy Manual, Fall 2005

*Eligibility for Graduate Capstone.* EDF 660, EDF 671/672 are to be taken prior to taking the designated emphasis area research course, ED\* 693/695.

Approved November 20, 2006, Faculty Council

*Eligibility for Graduate Practicum.* Students are to complete all graduate emphasis area courses prior to taking ED 685.

Approved March 12, 2007, Faculty Council

*Student Collaboration.* Student collaboration on graduate thesis/project topics is allowed, but joint authorship of the final product is not.

Approved April 20, 2006, Faculty Council

## Course Assignments for Regular Faculty

Approved October 24, 2016, Faculty Council

Scheduling of courses has both technical and ethical implications under consideration by department chairs. Technical considerations include determining when, where, and how often courses are to be offered (e.g., based on student need/demand) and ensuring these courses are staffed by appropriate personnel (i.e., see Priority for Course Assignments below). Ethical considerations include ensuring the needs of students are met and that courses are taught by faculty with the appropriate skill and expertise. Department chairs consider many factors when determining course assignments including:

- Expertise level (e.g., hired to teach a particular course(s), education)
- Experience (e.g., recent teaching, past teaching)
- Effective teaching evaluations
- Scholarship
- Professional development

**Course Preferences:** Faculty members should be allowed to identify their preferred course assignments in consultation with department chairs during the First Round of Scheduling.

**Course Load:** Faculty should teach a course load commensurate with rank.

**Course Location:** The College of Education will offer courses based on student needs and programmatic commitments either via online format or at a GVSU site approved by the Higher Learning Commission. The location for faculty assignments will be made by department chairs, accordingly.

**Priority for Course Assignments:** Department chairs give priority for courses in the following order: regular faculty, affiliate faculty, visiting faculty.

**Across Program Priority:**

- A. Program faculty
  - a. regular faculty, b. affiliate faculty, c. visiting faculty, part-time
- B. Unit faculty
  - a. regular faculty, affiliate faculty, c. visiting faculty, part-time
- C. COE faculty
  - a. regular faculty, b. affiliate faculty, c. visiting faculty, part-time

**Course Cancellations Fall / Winter**

When a scheduled course is canceled, faculty can only request replacement of part-time affiliate faculty in compliance to the ‘**within and across program priority** list’ provided above. Department chairs will work with affected faculty and program coordinators to arrive at a solution that satisfies faculty contractual obligations regarding faculty load.

**Course Cancellations Spring / Summer**

Faculty assignments for the spring/summer semester are determined by the department chair.

## Course Syllabus Template

**Faculty must include these items in each course syllabi (along with anything else normally covered). These syllabi will be provided to the CAEP Board of Examiners. Also, be sure this syllabus reflects at least the elements in the Syllabus of Record.**

1. **Course Identification** (catalog description, dates, times, professor, advising, how to contact, etc.)
2. **College of Education Mission and Values**

*~~Teaching, Leading and Learning in a Democratic Society~~*

*We believe* that schools function as social and political entities as well as for the growth of individuals. We prepare candidates to . . .

Enhance the academic and personal potential of their students,  
Establish policies and practices that promote democratic education,  
Evaluate the social and ethical implications of educational policies and practice.

*We value* these ideals in our candidates, our faculty, and our relationships with the larger communities we serve:

Expertise to guide our practice,  
Equity to guide our interactions,  
Liberal Education to guide our perspectives,  
Social Responsibility to guide our commitment to democratic education.

3. **Student Learning Objectives**

- **Unit Standards:** Michigan Department of Education (MDE), Council for the Accreditation of Educator Preparation (CAEP), Interstate New Teacher Assessment and Support Consortium (INTASC), or Specialty Professional Association (SPA)

4. **Major Topics**

5. **Methods of Evaluation & Instruction** (course specifics, e.g., format, delivery, texts as required or optional, university deadlines, special accommodation procedures, attendance requirements, academic honesty, assignments and assessments, grading, etc.)

6. **Sources of Information/Knowledge Base**

7. **Course Calendar** (Meeting dates, specific topics, readings, tests, assignments, due dates, etc.)

## **Graduate Practicum (ED 685): Faculty Responsibilities**

- 30 clock hours = 1 credit hour
- A 685 practicum should have a minimum of 90 clock hours for a 3-hour practicum. Individual programs may require many more hours, due to SPA or programmatic requirements; however this is the baseline for all practicum.
- University Field Coordinators will visit and/or observe a minimum of three hours for a 3-hour practicum.
- There will be a minimum of 3-5 clock hours of seminar instruction for a 3-hour practicum.
- Placements will be mutually determined by the candidate, COE and the site.
- A form similar to the one used by the undergraduate program will be developed and all three partners will sign. (i.e. similar to the one used in EDR 626)
- At the end of the experience the Assessment of Record (i.e. the NBPTS rubric or appropriate SPA rubric) will be completed by the University Coordinator and site representative (e.g. based upon candidate's satisfactory performance s/he is recommended for endorsement).
- CAEP states that all candidates should have “significant experiences” working with diverse populations.
- The 685 Task Force is recommending that the “significant experiences” not necessarily be connected to every practicum course. This could be accomplished in a pre-existing course(s) within the individual programs (i.e. to be determined by each program and with consistent data collection).

## **Honorarium Policy**

The option of bringing in outside speakers or experts for a COE class is supported via the honorarium. The honorarium should be used prudently by faculty members to enhance or extend instruction. GVSU employees are not eligible to receive honoraria under this policy.

Faculty members who wish to use an honorarium in their class are limited in the number of speakers they can support financially. This is limited to 5 speakers during a 15-week term, 3 speakers during a 12-week term (Spring/Summer) and 2 speakers during a 6-week term.

Instructors should indicate to their department chair, before the term begins, when they plan to invite outside speakers so department chairs can plan for these expenses. Exceptions can be made for last-minute requests, on a case-by-case basis, if funding is available.

Invited speakers should be experts in their field with credentials (advanced degrees) and/or special/unique experiences that qualify them in the area of interest – i.e., they should not be students.

The standard fee for honoraria within the COE is \$50, but additional money can be paid for mileage for the speaker. This amount may include meals, a gift certificate, or substituted items, so long as the total amount does not exceed \$50.

A revised honorarium form (see L-drive) should be completed and submitted to the unit's academic coordinator for reimbursement no later than 2-weeks after the speaking engagement. Department chairs must sign and date the remission form before it is submitted.

## RCR Training Policy for Graduate Students

1. Beginning with Fall 2016, each College of Education graduate student must complete Responsible Conduct of Research (RCR) training prior to completion of 50% of the graduate program or prior to engaging in any research activity (e.g. voluntary, independent, or supervised research, projects, theses, and dissertations).
2. Students will be required to complete the RCR Training within the “CITI Modules”.

**RCR – All Programs EXCEPT AHE/CSAL and Educational Technology<sup>[L]</sup><sub>[SEP]</sub>**

Stage 1 - Basic - 10 modules

**RCR – AHE/CSAL Program ONLY<sup>[L]</sup><sub>[SEP]</sub>**

Stage 1 - Basic - 12 modules

**RCR - Educational Technology Program ONLY<sup>[L]</sup><sub>[SEP]</sub>**

Stage 1 - Basic - 7 modules

Successful completion of the training will be reported to the Office of the Registrar and notated on the student’s transcript within 2-3 weeks after completion of the online training.

## Master's Thesis/Project Credits & Grades

(Approved October 24, 2016, Faculty Council)

**Charge:** To recommend the creation of new practices to comply with the university-wide shift to a six-credit (minimum) thesis and offer variable credits for master's theses (i.e., one-to-six credits) and projects (i.e., one-to-three credits). The policies take effect Fall 2016.

- Proposal:**
1. EDF 660 will continue to be the prerequisite for enrolling into ED\* 693/695.
  2. Each program will select the most appropriate option for satisfying the six-credit thesis policy by either
    - a. Adding an additional 3 credits to the overall required number of credits for program completion that includes the thesis option
    - b. Using an elective course to accommodate the additional 3 credits required for the thesis option.
  3. For master's theses, the six credits must be distributed over consecutive semesters, whereby students will enroll in ED 695 for one-to-six credits until they complete six credits. For master's projects, the three credits must be distributed over consecutive semesters, whereby students will enroll in ED 693 for one-to-three credits until they complete three credits. Spring/Summer is considered by GVSU as one full semester and is therefore included as a consecutive semester.
  4. Enrolling into ED\* 695 and ED\* 693 will require a permit each semester. Students who want to enroll will complete the application that is currently administered by Coordinator of Graduate Field Practica and Graduate Advising. The Coordinator of Graduate Field Practica and Graduate Advising will make contact with the student's graduate program director and will review students' records to determine that they meet the eligibility criteria. Eligible students will be given the requisite permit to enroll.
  5. The current Syllabi of Record will be adjusted to reflect the disbursement of student activities over the course of one-to-six semesters for the master's thesis and one-to-three semesters for the master's project.
  6. Students who successfully progress through the 1<sup>st</sup> and subsequent semesters of 695 or 693, but have not completed the requisite number of credits for completing the master's thesis (i.e., six credits) or project (i.e., three credits) will receive the following grade mark, which does not factor into GPA calculation:
    - a. X-(Deferred) "is the only grade that may be assigned to a graduate project [or] thesis...that has not been completed and for which the instructor of record [the project supervisor or thesis committee

chairperson] does not intend to award a final grade during the semester of enrollment. The grade of X is not a permanent grade and must be resolved prior to graduation” (Graduate Studies Policies & Procedures Manual 2016-17).

7. The X grade will be reconciled once the student successfully completes six credits of ED 695 or three credits of 693. Students will receive one of the following grade marks, which do not factor into GPA calculation
  - a. P - (Pass)
  - b. PD - (Pass with Distinction)
8. Other marks can be awarded as is appropriate
  - a. NC - (No Credit) if student drops the course or does not pass the course. Little or no work completed over the semester.
  - b. I – extenuating circumstances and must be approved by the Dean
9. For students who need more time than the above-mentioned semesters, to remain in good standing they must enroll in ED 696 for at least 1 credit, each semester until the master’s thesis or project is complete. “The grade of R (Research) is the only grade that may be assigned each semester to a continuous enrollment course for a graduate project, thesis, or dissertation. ...The R grade is permanent and not affected by the final grade assigned to the project, thesis, or dissertation” (Graduate Studies Policies & Procedures Manual 2016-17, p. 45).
10. For workload and compensation, current practice will be adhered to
  - a. Faculty chairing a thesis will be compensated at the 1.5 credit/student.
  - b. Faculty serving on a thesis committee or as a project supervisor will be compensated at the .25 credit/student rate.
  - c. Full credit should be awarded during the first semester a student enrolls and no other compensation beyond the suggested compensation rates, even when a student enrolls in ED 696. Full-time faculty will have the option to have compensation remitted during the first semester a student enrolls or to bank and use credits toward future workloads.

## **Master's Project (ED\* 693) Assessment**

Evaluation of the project (ED 693) is based on the following areas:

- Originality
- Problem statement and significance
- Theoretical framework
- Literature review
- Methods/approach
- Interpretations and conclusions
- Writing and organization

*Pass with distinction* is assigned only to those candidates whose performance is superior in each of the areas identified above and whose drafts require minimal revision.

*Pass* is the usual decision. It may also be superior in some but not all of the areas identified above.

<b>Considerations for Assigning the <i>Pass with Distinction</i> Grade</b>	
<b>Originality</b>	<ul style="list-style-type: none"> <li>• Demonstrates originality through one of the following:               <ul style="list-style-type: none"> <li>○ Addresses unique question or area of application</li> <li>○ Extends, replaces or integrates existing paradigms</li> <li>○ Provides fresh insight</li> <li>○ Uses innovative approach</li> </ul> </li> </ul>
<b>Problem Statement and Significance</b>	• Clearly identifies a problem
	• Supports the existence of the problem with compelling evidence
	• Provides a clear and compelling rationale for examining the problem
	• Demonstrates clear, significant value to or impact on the field or profession
	• Presents complex argument, including counter argument, if applicable
<b>Theoretical Framework</b>	• Includes insightful, sophisticated and consistent use of theories to support question, methods/approach, interpretations and conclusions
<b>Literature Review</b>	• Draws from primary sources /best literature in the field
	• Displays deep and critical understanding of literature
	• Synthesizes literature and integrates own work into existing literature
<b>Methods/Approach</b>	<ul style="list-style-type: none"> <li>• Provides a novel approach to the problem through one of the following:               <ul style="list-style-type: none"> <li>○ Uses new methods, tools or analyses</li> <li>○ Creates innovative application or solution to the problem</li> <li>○ Advances the discussion</li> </ul> </li> </ul>
<b>Interpretations and Conclusions</b>	• Demonstrates compelling connection between the problem, literature review, and findings/solutions/conclusions
	• Provides sophisticated and convincing interpretations, implications and analyses
<b>Writing and Organization</b>	• Writes clearly with a strong academic voice
	• Fits components together seamlessly
	• Uses citations accurately and correctly

## Personnel Items

*Evaluation Criteria.* Tenured and tenure-track faculty are evaluated in the areas of teaching, scholarship and service. (SG 3.01)

*Workload Expectations.* Teaching expectation for tenured and tenure-track faculty shall normally be 18 credit hours per academic year, in addition to other teaching-related work. Faculty are also expected to engage in scholarship and service to the institution and community/profession. In addition, each faculty member shall elect a significant focus of activity in teaching, research, or service to equal approximately the same amount of time as teaching a three-credit course (SG 3.01).

*Faculty Activity Report and Faculty Activity Plan.* Annually, each tenured/tenure-track faculty member will prepare a Faculty Activity Report for the preceding year and a Faculty Activity Plan for the next year using Digital Measures. These will be reviewed by the unit head and dean for consistency with university and college expectations (SG 3.02).

*Course Evaluations.* Faculty will provide students with the University's LIFT (Laker Impressions of Faculty Teaching) course evaluation at the end of each semester for all courses. Faculty may add additional questions if desired.

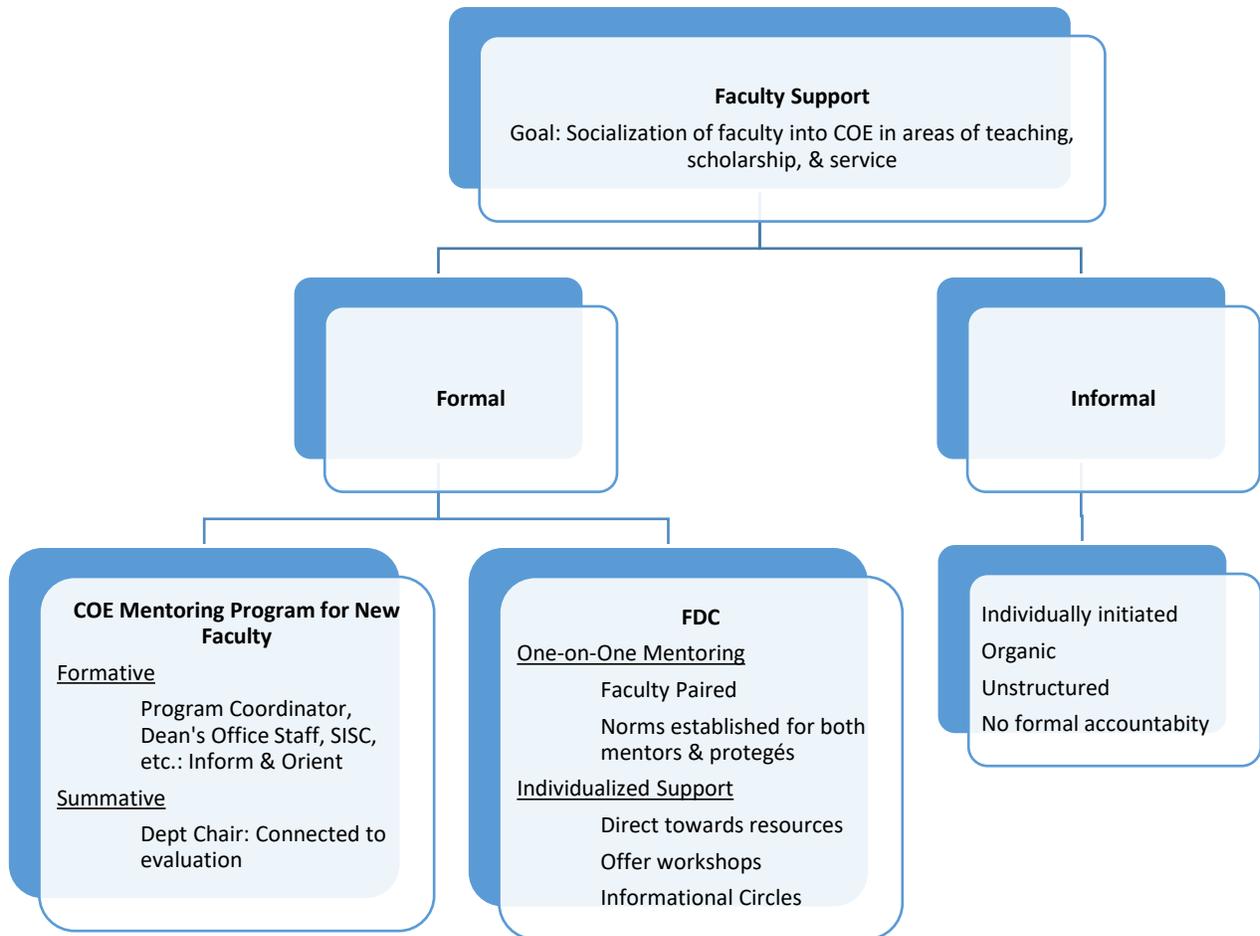
*Advising.* Faculty are required to provide at least four hours of advising each week during the academic year. All faculty should provide the Student Information & Services Center with their office hour schedule.

## Mentoring Procedures for New Faculty

Approved April 18, 2016, Faculty Council

Evaluative	Formative/Supportive	Informative
<p><b>Unit Chair</b></p> <ul style="list-style-type: none"> <li>• <b>Orient:</b> overview of the COE organization, Faculty Handbook, COE Handbook, renewal process (brief), baseline, area of significant focus, Faculty Activity Plan, Faculty Activity Report</li> <li>• <b>Review:</b> End of Year review, student evaluations, etc.</li> <li>• <b>Refer</b> faculty member to FDC</li> </ul> <p><b>Unit Representative on College Personnel Committee</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> guidelines for renewal/tenure/promotion and portfolio</li> </ul> <p><b>Mentee</b></p> <ul style="list-style-type: none"> <li>• <b>Peer observation:</b> observe effective teaching in the fall semester and have a faculty member attend a mentee's course to provide verbal feedback</li> <li>• <b>Technology:</b> meet with IT instructional design staff to review technology options to utilize and strengthen teaching &amp; attend a Big Byte</li> <li>• <b>Attend</b> university-wide mentoring program during the first year of teaching</li> <li>• <b>Writing:</b> consult university resources for faculty</li> <li>• <b>Service:</b> identify potential opportunities in the upcoming academic year &amp; serve on a strategic planning committee (i.e. quality, technology, retention, etc.)</li> <li>• <b>Seek support</b> to ensure effective teaching strategies (i.e. time management, organization, etc.)</li> <li>• <b>Advising:</b> shadow a faculty member or members for four hours per week during first year, meet with SISC staff about advising process</li> </ul>	<p><b>FDC</b></p> <ul style="list-style-type: none"> <li>• <b>Initial meeting:</b> informal needs assessment in August</li> <li>• <b>Make recommendations</b> to new faculty in the following areas: teaching (pedagogy, classroom observations, FTLC resources, TEA, etc.), scholarship (research agenda, HRRC, publishing opportunities, funding opportunities, COE Academic Forum, etc.), and service (university, unit, and program opportunities, community activities that reflect professional expertise, school partnerships, etc.)</li> <li>• <b>Make recommendations</b> to new faculty for: one-on-one and collaborative opportunities</li> </ul>	<p><b>Program Coordinator</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> courses teaching, classroom needs, grading, advising, etc.</li> </ul> <p><b>Academic Department Coordinator</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> building/campus, travel policies, reimbursement process, office supplies, etc.</li> </ul> <p><b>Dean's Office Staff</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> office assignment, network accounts, technology needs, professional development funds, etc.</li> </ul> <p><b>Associate Dean</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> CAEP, syllabus requirements, data collection, SPA reports, etc.</li> </ul> <p><b>Associate Director Student Information &amp; Services Center</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> SISC functions/staff, advising, certification, etc.</li> </ul> <p><b>Curriculum Committee Chair</b></p> <ul style="list-style-type: none"> <li>• <b>Mentor:</b> reviewing curriculum proposals</li> </ul>

## College of Education Mentoring Model



### College of Education One-to-One Mentoring Program

Faculty and staff can access the One-to-One Mentoring request form through the COE Mentoring page on the COE Blackboard site. See the Mentoring Bill of Rights and Mentoring Agreement.

## Procedures for Regular Faculty: Appointment Renewal, Promotion, & Tenure

### *Introduction*

The COE policies follow the *Board of Trustees' (BOT) policies*, and the University *Shared Governance Policies (SG)*. They are intended for the guidance of candidates, members of the College Personnel Committee (CPC) and all faculty who review personnel files and vote on personnel decisions. Valuable information about the entire personnel process is located on the university's *Faculty Personnel Actions Workbook* site:

<https://www.gvsu.edu/fpw/>

It is important that all faculty familiarize themselves with both the BOT policies related to personnel actions as well as those in the Faculty Handbook. A full procedural explanation of the personnel process can be found on the BOT policy website (**BOT 4.2.10**):

<https://www.gvsu.edu/policies/> then ***View Board of Trustees (BOT) Policies***

The university's Shared Governance Policies (SG) is located at:

<https://www.gvsu.edu/policies/> then ***Faculty*** menu and ***Regular Faculty Handbook***

College of Education (COE) personnel policies have been developed in accordance with those of the BOT and SG. They are seen as supplemental to BOT policies by offering clarity, greater specificity or further expectations in keeping with the intent of those institutional policies. College personnel policies, including any practices developed from them, must be in compliance with institutional policies and may not undermine their intent or substitute for them. Any personnel action within the college should be viewed as a combination of BOT/SG and COE personnel policies.

### General Principles and Practices

Personnel procedures have been developed with these principles in mind:

- The personnel process is an evolving one. Not only do College Personnel Committee members change on a regular basis, but unit, college and university policies also change. New understandings may replace or expand upon criteria that were applied in past decisions. However, faculty must be afforded a *reasonable* period of time to adjust to any policy changes.
- Candidates standing for personnel actions are urged to consult with mentors and colleagues, review current university (BOT), college and unit policies closely, as well as request to examine past personnel portfolios. However, the responsibility of understanding criteria, demonstrating proficiency, and supplying adequate evidence must rest ultimately with the candidate.

- The vote by the College Personnel Committee “will normally be expected to accept the recommendation of the unit” (**BOT 4.2.10.8.A.1**). However, the recommendation by the CPC need not concur with that of the unit.
- All personnel recommendations are non-binding to the next level.

## Overview of Personnel Actions

***COE Reference Guide to Appointment Renewal, Promotion and Tenure.*** The Reference Guide (Table) summarizes and clarifies expectations within the college. It is both a supplement and extension. It contains essential information but is not all-inclusive.

### ***Notification of Personnel Actions.***

***Evaluation Schedule.*** Appointment renewal, promotion and tenure decisions are summative processes that take place during the winter semester. Materials must be submitted by the candidate to the unit by the first day of class in the Winter Semester for renewals, tenure, or promotion (**BOT 4.2.10.4.A.1**).

The only exception is for application for promotion to full professor. That occurs in fall semester. For that process, “the candidate shall notify the Dean of his/her intent to apply for promotion to Professor in writing by March 30” (**BOT 4.2.10.4.A.2**) and submit materials by the first day of class in fall semester.

For faculty given an initial one-year probationary contract or those who received mid-year appointments, review **BOT 4.2.10.4.A.1** for your schedule.

Additionally, faculty whose initial probationary appointment includes prior service from another institution of higher education (i.e., bringing in years toward tenure) will have their total number of years at GVSU and their personnel evaluation schedule adjusted (**BOT 4.2.7**). The *Years Towards Tenure and Promotion – Progression Chart* is located at: <http://www.gvsu.edu/provost>

While the dean’s office normally informs candidates of their eligibility, it remains the responsibility of the faculty member to know their timelines for their respective personnel actions.

***Portfolio Submission and Deadline.*** The university’s official deadlines for portfolio submission are strict ones. Materials shall be submitted by the candidate to the unit by the first day of class in the Winter Semester for renewals, tenure, or promotion (**BOT 4.2.10.4.A.1**) Furthermore, once the portfolio has been submitted, no additions or edits are permitted.

***Appointment Renewal.*** This normally occurs during the winter semester of the candidate’s third year. Renewals are normally for three years, but can be for one or two years depending upon (a)

whether the candidate brought in years toward tenure, or (b) other reasons recommended by the CPC or dean (**BOT 4.2.7.1**). Information in the portfolio should reflect activity performed between initial COE hire date and the present (CVs can be inclusive of pre-COE hiring). Please keep information confined to a single binder.

**Subsequent Renewal.** If candidates are recommended for a one or two-year appointment renewal where the next personnel action is not for tenure, then information in the portfolio should reflect activity performed between the semester of the last renewal and the present. Please keep information confined to a single binder, but include previous binders or digital media if submitted.

**Tenure.** Tenure-track faculty being evaluated for tenure in the College of Education are required to comply with the tenure expectations with regard to teaching, scholarship, and service at a minimum.\* Tenure recommendations also require faculty and the college personnel committee to consider the “faculty member's accomplishment and performance and the prospect of its continuation into the future” (**BOT 4.2.8.3**).

Further, tenure recommendations may consider collegiality relevant as a qualitative standard applied along with teaching, scholarship, and service as specified in the GVSU Faculty Handbook (see **SG 3.07.E** for definition and assessment of collegiality). “Non-collegiality is normally a pattern of behavior. Verified and documented allegations of ‘repeated and unreasonable activity, or a severe non-collegial act’ (Source PC 3.3), will be considered evidence of non-collegial behavior in the context of personnel actions. Concerns about non-collegial behavior must have been communicated in writing to the faculty member by the unit head before they can be brought up in a personnel action” (**SG 3.07.E.4**).

A separate vote is required by University personnel policies for each of the tenure and promotion actions.

*(Approved November 14, 2011, Faculty Council.)*

\*An untenured full professor being evaluated for tenure must comply with the policy expectations for full professor (**BOT 4.2.8.3; BOT 4.2.5.1**).

**Tenure & Promotion.** Information in the portfolio should reflect activity performed between the semester of the last personnel action and the present. Please keep information confined to a single binder, but include previous binders or digital media if submitted.

**Early Tenure or Promotion.** The candidate would need to demonstrate rare and exceptional quality and/or unique circumstances that compel a request for early tenure and/or promotion. Candidates must demonstrate that they have “exceeded the expectations in all three areas of evaluation as defined by Unit and College criteria” (**BOT 4.2.8.4**). The burden is on candidates to make a compelling case accompanied by clear evidence that they have exceeded COE personnel policy expectations for tenure and/or promotion thereby warranting their early consideration for advancement.

***Faculty Members with Administrative Assignments.*** “These are positions that report to a Dean [directly]... and they focus on administrative work for a College such as Associate Deans” (see **BOT 4.2.11.3.A**).

Persons in these positions must have faculty rank and tenure before serving an administrative assignment. It is strongly recommended they attain the rank of full professor before serving such assignment. Faculty members on administrative assignments who seek promotion must meet all unit requirements for promotion.

*(Approved April 18, 2016, Faculty Council)*

***Eligibility for Personnel Action Votes.*** Eligible faculty include all those with a minimum of “two (2) years of full-time, uninterrupted service as a unit regular faculty member” (**BOT 4.2.10.7.B**). Being granted time toward tenure from prior service *does not count* toward eligibility to vote.

***Personnel Action Votes.*** All eligible faculty are expected to be present for unit personnel meetings as part of their professional responsibilities. Exceptions for eligible faculty are those on sabbatical or with approved leave of absence (**BOT 4.2.10.7.B**) or those with a conflict of interest relative with the candidate (**BOT 4.2.10.6.A** – familial relationship, financial relationship or regular faculty in final year of employment due to non-renewal or denial of tenure). Proxy or absentee votes are prohibited for personnel actions (**BOT 4.2.10.2.B; BOT 4.2.10.7.B**).

***Candidate Presence at Meeting.*** Candidates are encouraged to attend their personnel actions, but are not required to.

***Candidate Conduct at Meeting.*** Candidates may verbally address any faculty concerns identified in the meeting agenda, and may make *reasonable* use of digital media to that end. However, no materials may be distributed nor may any material, digital or otherwise, be added to the portfolio after the university’s official submission date.

***Unit Vote.*** Vote results will *not* be announced and shared with faculty *during* the Unit personnel meeting; however, immediately after the meeting candidates will be informed of the results of their own personnel action, including vote totals, from the Unit Chair.

*(Approved April 9, 2015, Faculty Council)*

***Candidate Rebuttal of Unit Vote.*** “If a candidate does not have the support of the members of the unit... the candidate in question will be given the opportunity to [subsequently] request information from the [CPC]... about any materials used in the [unit] process... After this information is provided to the candidate, the candidate can choose to either stop the evaluation in the case of early tenure or promotion or the candidate may choose to submit a rebuttal in writing” (**BOT 4.2.10.8.A.1**).

***College Personnel Committee Vote.*** The College Personnel Committee reviews all candidate portfolios, Unit Recommendation Reports and other materials designated by the Provost’s Office including copies of any faculty post-comment forms, and then votes by way of recommendation to the Dean. If a candidate does not have the support of the College Personnel Committee, the candidate is given an opportunity to personally appear before the committee by way of appeal (**BOT 4.2.10.8.A.1**).

Absent CPC members may not vote by proxy, but may send their evaluations to all CPC committee members (**BOT 4.2.10.2.B**).

After the College Personnel Committee has made its final recommendation to the Dean, the results of the committee votes will be submitted for inclusion in the minutes of the next Faculty Council meeting.

*(Approved April 9, 2015, Faculty Council)*

A copy of the CPC recommendation to the dean will also be sent to the candidate.

### **Portfolio Presentation**

**Portfolio Format.** Candidates may submit either a traditional hard copy or an electronic copy of their personnel portfolio for faculty review. Candidates who choose to submit a traditional binder with hard copies of their materials must submit **two identical copies** of their personnel portfolio to the Dean's Office. One of the portfolios will be returned to the candidate after the personnel process is completed and one copy will be retained by the Dean's Office.

Candidates who choose to submit an electronic personnel portfolio must do so using resources and platforms that are easily accessible and freely available to all faculty reviewers. Furthermore, candidates submitting electronic portfolios must also submit an identical (in content) archived copy for retention by the Dean's Office. This second copy may take the form of a traditional binder with hard copies or one single PDF file.

Those choosing to create electronic portfolios must provide all required documents, artifacts, and supporting documentation within the confines of their electronic portfolio rather than providing external links that would require reviewers to search for material on the Internet. If an external link is deemed necessary, candidates must include a PDF of the relevant pages of the website (e.g., screenshots, PDF articles in online journals).

A faculty member who wants to review a past or present portfolio that has been submitted to the Dean's Office may do so at any time by requesting access to a traditional binder or, in the case of an electronic submission, may request a copy of the PDF file. Once the personnel portfolio is submitted to the Dean's Office, neither traditional portfolios nor electronic portfolios shall be altered after the submission deadline.

*(Approved April 9, 2015, Faculty Council.)*

**Burden on the Candidate.** First and foremost, it is the candidate's responsibility to provide supporting documentation and narrative information that demonstrates merit. The portfolio itself is the focus of the review process.

**Organization, Clarity and Accuracy.** The portfolio should be professional, complete and accurate. Its organization should make it easy for readers to locate specific items. It should include a table of contents, documentation closely matched to university and unit requirements,

charts and appendices if they add clarity, and the use of consistent, accepted bibliographic style. *A disorganized, incomplete or inaccurate portfolio can be detrimental to an otherwise compelling case.*

**Portfolio Workshops.** For guidance in preparing the personnel portfolio, candidates are strongly encouraged to attend portfolio workshops that are sponsored by the university on a regular basis.

### Portfolio Section I: General Documents

*Section I contains the candidate's appointment letter(s), annual activity reports (FARs), workload plans (FAPs), all personnel reports and decisions to date, successful or otherwise, including any written performance reviews associated with the annual salary adjustment program, CPC recommendations to the dean, a current vita, and the reflective narrative.*

**Appointment Letter.** The appointment letter for initial hire should be included even for subsequent renewals. Any years toward tenure must be stated in the appointment letter.

**Faculty Activity Report (FAR).** Include the Faculty Activity Report from initial hire or since the last personnel decision.

**Faculty Activity Plan (FAP).** Include the Faculty Activity Plan from initial hire or since the last personnel decision.

**Annual Faculty Performance Reviews.** Include any Annual Written Performance Reviews associated with the Annual Salary Adjustment Program (SG 3.08.6) from initial hire or since the last personnel decision (BOT 4.2.10.5.D). For tenured faculty, possession of these reviews may depend upon the performance assessment as FH policy states that written justification is not required for recommendations within the satisfactory range (FH 3.08.6.b.i).

**Summary Report from Unit Personnel Meeting.** Include the Summary Report of unit deliberations at the last personnel decision.

**Reappointment Letter.** Include the Reappointment Letter since the last personnel decision.

**CPC Recommendation(s).** *Include any CPC recommendations to the dean from the last personnel action(s), successful or otherwise. (approved 2018 by Faculty Council)*

**Curriculum Vita.** Include a current vita that is consistent with portfolio contents. Consider highlighting or somehow indicating activities that have occurred since the last personnel decision. The CV may include information from pre-COE hiring.

**Reflective Narratives.** The narrative is one of the most important single pieces in the portfolio and is critical to a successful case. It describes the candidate's patterns of achievement in each area: teaching, scholarship, institutional service (unit, college, & university), and

professional/community service. It should not be simply a summary of the vita but rather a **critical reflection** of what the candidate has done and why, whether things have gone as intended, what worked well and didn't, and what is being done to strengthen each area. Address any items of concern in the most recent reappointment letter.

## Portfolio Section II: Effective Teaching

*Section II demonstrates how the candidate “models professional teaching reflecting best practices in teacher education [and] ... inquires systematically into improving one’s own practice (Reference Guide).” Also, see BOT 4.2.9.A.*

**Instructional Materials.** Include course syllabi for each course taught since the initial appointment or last renewal. Only include new copies of syllabi if substantive changes have been made (e.g., updates to the course knowledge base.) Please highlight any changes that have been made.

**Course Evaluations.** It is the unit's responsibility to provide course evaluations for the portfolio. However, the candidate should examine what has been provided to make sure all course evaluations have been included. Candidates are also expected to comment in the reflective narrative on their course evaluations including possibly identifying actions taken to remediate any students concerns.

**Peer Reviews of Teaching.** Grand Valley affirms that the primary responsibility of faculty is excellent teaching [as described in the Board of Trustees' Policies BOT 4.2.9] and also believes that faculty peers can assist in developing teaching effectiveness.

The instructor should identify an area in which s/he is interested or wishes to improve teaching effectiveness, or has identified as a goal area and then arrange with another tenure track faculty member willing to approach the problem collaboratively. Upon completion of the process, a written summary by the peer should be placed in the instructor’s personnel portfolio.

Faculty seeking reappointment or tenure should complete the process each semester, with at least one on-site observation or virtual observation (e.g., of a hybrid or online class) occurring annually.

Tenured faculty seeking promotion should complete the process once each year, with at least one on-site observation or virtual observation (e.g., of a hybrid or online class) occurring for each personnel action.

The essential characteristics of this form of peer evaluation are that the process be: a) Instructor-initiated, b) Collaborative, and c) Formative. The following items may serve as examples but should not be considered restrictive. Many other options for peer evaluation are possible, depending on the area targeted by the instructor.

**Observation of Instructor:** The process could include a classroom visit or video to observe the instructor's use of a particular teaching technique, followed by discussion, suggestions and follow-up.

**Observation of Students:** The process could include a classroom visit or video to observe student responses, followed by discussion, suggestions and follow-up.

**Student Evaluations:** The process could include reading student evaluations to identify patterns of dissatisfaction, followed by discussion, suggestions, and follow-up.

**Course Projects:** The process could include reviewing course materials, projects, etc. to identify areas for improvement, followed by suggestions and follow-up.

**Course Revision:** The process could address revision to the course structure by way of updating, organizing, presentation, readings, etc., or converting a traditional course to an online format.

**Professional Development.** Include activities that have developed, enhanced, or demonstrated your teaching effectiveness. Examples might include technology workshops, teaching seminars, special advising activities, teaching awards, etc. An explanation of the impact is anticipated in the reflective narrative.

**Other Materials.** Candidates may wish to include additional documentation **if** it demonstrates points made earlier in the reflective narrative. Examples might be sample course activities, sample student work, student letters, pre/post-test data, grade distribution analysis, analysis of course evaluations, etc.

### Portfolio Section III: Scholarly/Creative Activity

*Section III demonstrates that the candidate "conducts research and disseminates findings to a scholarly audience." In this context, research is understood to be that which extends existing knowledge or develops new insights, and is presented for peer evaluation.*

**Publications.** Include copies of all publications cited. Candidates must include evidence of the peer-review process such as editorial comments, revisions, or suggestions for manuscript improvement for all peer-reviewed publications in their portfolio.

*Predatory open-access publishers exploit the open-access model for their own profit, operate as vanity presses and publish articles in exchange for an author fee, and are characterized by various levels of deception and lack of transparency in their operations. (The Chronicle of Higher Education, June 5, 2012).*

Faculty who engage with publishers that provide little or no substantive suggestions for manuscript improvement and who also charge a fee for publishing may find their resulting publication refused for consideration for the purposes of personnel actions.

In cases of multiple contributors, note the specific nature and extent of your contribution. If a publication is "in press," include verification.

For reference, see the *GVSU Authorship Guidelines for Collaborative Scholarly Products* under the menu tab “Additional Resources” at <http://www.gvsu.edu/rcr/>.

- For *appointment renewal*, “accepted” and “accepted with revisions” may be included in the personnel portfolio as evidence of progress.
- For *promotion and tenure*, publications will be recognized once they are “in press.”

*External or Major Internal Recognition.* Funding, grants and awards for scholarly research should clearly identify the source.

Specify the title, agency or contractor, award date, amount and duration, and provide a brief description of the work. Describe the competitiveness of the award process and, just as in scholarly publications, your specific contribution if there are multiple investigators or awardees.

***Conference Papers and Presentations.*** Include a copy of the conference program showing your paper or session. Verify the peer review process by including the call for proposals or other form of verification.

Avoid double-counting the same presentation at different conferences or note it clearly. Note if you did not attend the actual conference. Citing conference proceedings is not recommended unless they were selected after a second level of review.

- For *appointment renewal*, “accepted” and “accepted with revisions” may be included in the personnel portfolio as evidence of progress.
- For *promotion and tenure*, presentations will be recognized only after they have occurred.

*Other Materials.* Candidates may wish to include additional documentation **if** it demonstrates points made earlier in the reflective narrative. Some examples might include descriptions of the relative stature of publications where the work appears, acceptance rate, reviews or citations of the work, etc.

#### **Portfolio Section IV: Institutional Service**

*Section IV demonstrates that the candidate “collaborates in developing, implementing, and evaluating unit/university programs and activities (Reference Guide).”*

This category includes participation and leadership in unit, college and university committees and governance, accreditation activities, curriculum development, student organizations, and other service activities that contribute to the unit, college or university.

Simple lists of committees and dates are **insufficient** because a list by itself does not address the quality of service. Among items that should be discussed are the role taken, the extent of participation and contributions, and evidence from others (such as a letter from the chair of the committee) outlining the extent of the contribution.

In general, activities for which the candidate has received release time or compensation do not weigh as heavily in this section.

“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.” (SG 3.01.C)

### Portfolio Section V: Professional/Community Service

*Section V demonstrates that the candidate “contributes professional expertise to the community or profession (Reference Guide).”*

Community service includes participation and leadership in community organizations, agencies, public service programs, and work as a pro bono consultant. Professional service includes participation and leadership with schools, school districts, other colleges and universities, professional organizations, and learned societies.

If candidates wish to have professional/community service counted in terms of personnel actions, the narrative should have explained how this is *relevant to the candidate’s professional role* (SG 3.01.C.3)

Simple lists of committees and dates are insufficient because a list by itself does not address the quality of service. Among items that should be discussed are the role taken, the extent of participation and contributions, and evidence from others (such as a letter from the chair of the committee) outlining the extent of the contribution.

In general, activities for which the candidate has received release time or other compensation do not weigh as heavily in this section.



<b>Criteria and Definitions</b>	<b>Evidence for Personnel Portfolio</b>	<b>For Tenure-Track Contract Renewal</b>	<b>For Tenure</b>	<b>For Promotion to Associate Professor</b>	<b>For Promotion to Professor</b>
<p><b><i>Effective Teaching</i></b></p> <p><i>Models professional teaching reflecting best practices in educator preparation.</i></p> <p><i>Inquires systematically into improving one's own practice.</i></p>	<p><i>Course syllabi</i></p> <p><i>Peer reviews as required</i></p> <p><i>Student evaluations each semester (provided)</i></p> <p><i>Significant professional development activities</i></p> <p><i>Other materials if relevant to the reflective narrative</i></p>	<p>Ethical behaviors and best practices for teaching and learning</p> <p>Practices that enhance an understanding of cultural, economic, and academic diversity</p> <p>Course revision incorporating recent materials, technology</p> <p>Innovative instructional methods</p> <p>Professional development to improve effectiveness</p>	<p>Ethical behaviors and best practices for teaching and learning</p> <p>Practices that enhance an understanding of cultural, economic, and academic diversity</p> <p>Course revision incorporating recent materials, technology</p> <p>Innovative instructional methods</p> <p>Professional development to improve effectiveness</p>	<p>Ethical behaviors and best practices for teaching and learning</p> <p>Practices that enhance an understanding of cultural, economic, and academic diversity</p> <p>Course revision incorporating recent materials, technology</p> <p>Innovative instructional methods</p> <p>Professional development to improve effectiveness</p>	<p>Ethical behaviors and best practices for teaching and learning</p> <p>Practices that enhance an understanding of cultural, economic, and academic diversity</p> <p>Course revision incorporating recent materials, technology</p> <p>Innovative instructional methods</p> <p>Professional development to improve effectiveness</p>

<b>Criteria and Definitions</b>	<b>Evidence for Personnel Portfolio</b>	<b>For Tenure-Track Contract Renewal</b>	<b>For Tenure</b>	<b>For Promotion to Associate Professor</b>	<b>For Promotion to Professor</b>
<p><b>Scholarly Activity</b></p> <p><i>Conducts research and disseminates findings to a scholarly audience</i></p>	<p><i>Actual proposals, acceptances, program citations</i></p> <p><i>Actual articles, proceedings, chapters, monographs, books</i></p> <p><i>Editorial comments, revisions, or substantive suggestions for improvement</i></p> <p><i>Other materials if relevant to the reflective narrative</i></p>	<p>Knowledge of current issues and research in education or area of expertise</p> <p>Demonstrated potential for scholarly contributions to the field through a coherent scholarly agenda</p>	<p><i>Fulfills the preceding requirements, as evidenced by:</i></p> <p>At least two peer-reviewed presentation</p> <p>AND</p> <p>At least two peer-reviewed publication of the following: journal article, scholarly book, scholarly book chapter</p>	<p><i>Fulfills the tenure requirements plus one additional scholarly activity in one of the following:</i></p> <p>Peer-reviewed presentation</p> <p>OR</p> <p>Peer-reviewed publication of the following: journal article, scholarly book, scholarly book chapter</p>	<p>Fulfills the following within the six years immediately preceding application for full professor:</p> <p>At least three peer-reviewed presentations</p> <p>AND</p> <p>At least three peer-reviewed publications of the following: journal article, scholarly book, scholarly book chapter</p>

<b>Criteria and Definitions</b>	<b>Evidence for Personnel Portfolio</b>	<b>For Tenure-Track Contract Renewal</b>	<b>For Tenure</b>	<b>For Promotion to Associate Professor</b>	<b>For Promotion to Professor</b>
<p><b>Unit, College, &amp; University Service</b></p> <p><i>Collaborates in developing, implementing, and evaluating unit, college, and university programs and activities</i></p>	<p><i>Significant activities and contributions to the unit, college, and/or university</i></p> <p><i>Evidence showing the extent of the contribution</i></p>	<p>Participation in student, unit, or college committees, task forces</p> <p>Participation in college governance, curriculum development, program approval and accreditation</p>	<p>Leadership in student, unit, or college committees, task forces</p> <p>Participation in college governance, curriculum development, program approval and accreditation</p>	<p>Leadership in student, unit, or college committees, task forces</p> <p>Participation in college governance, curriculum development, program approval and accreditation</p>	<p>Leadership in student, unit, or college committees, task forces</p> <p>Leadership in college/university governance, curriculum, program approval, accreditation, and organizational activities</p>
<p><b>Professional &amp; Community Service</b></p> <p><i>Contributes to the community and profession (Some may be for compensation.)</i></p>	<p><i>Significant activities and contributions to the profession and community</i></p> <p><i>Evidence showing the extent of the contribution</i></p>	<p>Contributes professional expertise to community groups, schools, or agencies</p> <p>OR</p> <p>Contributes professional expertise to learned societies or professional organizations</p>	<p>Contributes professional expertise to community groups, schools, or agencies</p> <p>AND</p> <p>Contributes professional expertise to learned societies or professional organizations</p>	<p>Contributes professional expertise to community groups, schools, or agencies</p> <p>AND</p> <p>Contributes professional expertise to learned societies or professional organizations</p>	<p>Contributes professional expertise to community groups, schools, or agencies</p> <p>AND</p> <p>Contributes consistent pattern of professional expertise to learned societies or professional organizations</p>

## COE Reference Guide to Appointment

<i>Criteria and Definitions</i>	<b>For Appointment to Instructor</b>	<b>For Promotion to Assistant Professor</b>
<b><i>Professional Background</i></b>	M.Ed. or equivalent, 3 years teaching experience or equivalent, Appropriate license	Relevant doctorate, 3 years teaching experience or equivalent, Appropriate license
<b><i>Effective Teaching</i></b>  <i>Models professional teaching reflecting best practices in educator preparation</i>  <i>Inquires systematically into improving one's own practice.</i>	Ethical behaviors and best practices for teaching and learning  Practices that enhance an understanding of cultural, economic, and academic diversity  Course revision incorporating recent materials, technology  Innovative instructional methods  Professional development to improve effectiveness	Ethical behaviors and best practices for teaching and learning  Practices that enhance an understanding of cultural, economic, and academic diversity  Course revision incorporating recent materials, technology  Innovative instructional methods  Professional development to improve effectiveness
<b><i>Scholarly/Creative Activity</i></b>  <i>Conducts research and disseminates findings to a scholarly audience</i>	Knowledge of current issues and research in education or area of expertise	Knowledge of current issues and research in education or area of expertise  Demonstrated potential for scholarly contributions to the field
<b><i>Unit, College, &amp; University Service</i></b>  <i>Collaborates in developing, implementing, and evaluating unit, college, and university programs and activities</i>	Assistance with student, unit, or college committees, task forces	Participation in student, unit, or college committees, task forces  Participation in college governance, curriculum development, program approval and accreditation
<b><i>Professional &amp; Community Service</i></b>  <i>Contributes to the community and profession (Some may be for compensation.)</i>	Contributes professional expertise to community groups, schools, agencies, or learned societies in education	Contributes professional expertise to community groups, schools, agencies, or learned societies in education

## Annual Faculty Activity Reports & Area of Significant Focus

There are three broad categories that faculty are responsible for evidencing in their annual Faculty Activity Report (FAR) (**SG 3.02 A-B**) and the associated Faculty Salary Adjustment Program (**FH 3.08**) as well as for renewal appointments, tenure and promotion. These three (3) categories are: (a) Effective Teaching; (b) Scholarly/Creative Activity; and (c) Service (to the Institution, to the Discipline and Profession, and to the Community) (**BOT 4.2.9.1**). Brief descriptions of each of those areas can be found on the BOT policy website:

<https://www.gvsu.edu/policies>.

Examples of service in the various areas can be found at **SG 3.01.C** (then click one of the service areas).

In addition to the three (3) categories, faculty are also responsible for engaging annually in an *Area of Significant Focus (AoSF)* which is defined as a “concentrated activity that will, at its conclusion, produce a meaningful, documented outcome in teaching, scholarship, and/or service.” A further explanation can be found in the university’s faculty handbook (**SG 3.01.D**). This is seen as the equivalence in time to a fourth course release, and *is above and beyond* the yearly expectations for teaching, scholarship and service.

## Sabbatical Proposals

Candidates planning to submit a sabbatical proposal for review must familiarize themselves with the University Sabbatical Review process (**BOT 4.2.25**). Policies, FAQs, templates, sample proposals, important dates, as well as the submission link for submitting proposals can all be found on the University’s Sabbatical website through the Provost’s Office at:

<http://www.gvsu.edu/sabbatical/>

*(Approved April 9, 2015, Faculty Council.)*

## Procedures for Selecting Emeritus Faculty

*Approved October 2018, Faculty Council*

- 1) Retired faculty member may be nominated by someone other than that faculty member for emeritus status any time during the regular academic year (August – April).
- 2) Nominating faculty must submit written rationale (no longer than 2 pages) addressing how the retired faculty member *made a significant contribution to the university through a reasonable period of time (in teaching, scholarship, and/or service)* to the FC chair.
- 3) FC will distribute *nomination letter* and *most current CV on file* to FC membership two weeks prior to the meeting date.

- 4) Faculty will vote by paper ballot with the results reported as soon as possible after the retired faculty member has been informed.
- 5) A positive vote of 50%+1 of all faculty council membership (not just those in attendance) is required for the appointment to be recommended to the Dean.
- 6) In the event of a non-positive vote, a second application for appointment can be considered during any subsequent academic year.

*Emeriti will be listed in the university catalog, invited to attend meetings, (ex officio, without vote) eligible to use library facilities, receive publications, participate in commencement, and be encouraged to continue an active role in the university. Emeriti will be appointed without compensation. A COE website will be maintained with Emeriti names.*

### Procedures for Reviewing Affiliate Faculty

College of Education Affiliate Faculty Renewal (effective 2016-17):

- Affiliate faculty are reviewed during winter semester. First-year affiliate faculty on one-year contracts should be reviewed during their second semester.
- Each year, one tenure/tenure-track faculty member will be responsible for serving on and coordinating the affiliate review team(s). The affiliate faculty will vote on a slate of three (3) tenure/tenure-track faculty names and forward to the unit heads. Affiliate faculty will confirm with tenure/tenure track faculty they are willing to serve in this role. Unit heads will discuss and recommend a name to the dean. The dean will approve the tenure/tenure-track faculty member selected to coordinate the process. Each affiliate faculty under review will choose one other tenure/tenure-track faculty member as part of his or her review team.
- The two-person team(s) will invite comments from unit faculty about the candidate's performance of assigned duties. The reviewers will make at least one class visit to each candidate up for renewal. Reviewers will take notes using the unit's classroom observation document.
- If, based on their class visit or on faculty comments the reviewers have questions or concerns, they can conduct a second class visit and/or request more materials before completing the review.
- As soon as practical, each review team will meet with the candidate to discuss the class visit(s), the current syllabi, most recent course evaluations, and other appropriate documents related to the candidate's duties. Other teaching-related documents may be offered by the candidate or requested by the review team. The review coordinator will use the classroom visit report(s), student evaluations, self-evaluations, syllabi, and any other teaching-related documents to prepare a brief draft report that summarizes the review team's observations and recommends a three-year renewal, a one-year renewal, or no renewal.
- The coordinator will send a copy of the draft report and recommendation to the candidate and then meet with the candidate to discuss both. The candidate will have the opportunity to respond to any issues that may arise during the evaluation. If the candidate believes the

evaluation was incomplete or unfair, the candidate may submit a one-page brief to the coordinator stating the reasons for that belief.

- Following the meeting, the coordinator will finalize the draft report, attach the candidate's brief, if applicable, and recommend a three-year renewal, a one-year renewal, or no renewal. The report and recommendation will be forwarded to the unit head.
- The unit head reviews the report, recommendation and the candidate's brief, if applicable. The unit head may request materials used for the report and/or an interview with the affiliate faculty candidate prior to making a final recommendation to the dean. The dean's decision is not subject to appeal. The dean's office will store copies of the documents in the affiliate's file.

### Procedures for Promotion to Senior Affiliate Faculty

Grand Valley State University has implemented promotion to senior affiliate faculty effective fall 2016. The College of Education has adopted the following guidelines for promotion to senior affiliate faculty. An individual is eligible for promotion to senior affiliate faculty status after serving as an affiliate faculty for a minimum of seven (7) consecutive years. The procedures below outline the process for consideration for promotion in the College of Education: <sup>[L]</sup><sub>SEP</sub>

- Eligible affiliate faculty send notification of promotion request to the College of Education dean by the first day of class in the fall semester.
- The dean's office will notify the unit head of the affiliate intent for promotion to senior affiliate faculty.
- The candidate will compile the following evidence into a portfolio, which will be submitted to the dean's office by the first day of the winter semester, with an additional copy of the portfolio materials submitted to the dean's office for archive storage:
  - Minimum of 3 years satisfactory teaching evaluations
  - Peer teaching evaluations since the last review, one per semester
  - Curriculum Vita
  - Evidence of professional development
  - Syllabus and other teaching materials
  - Integrative statement which demonstrates consistent and effective teaching practices, promotes student success, provides advising services for students, and demonstrates leadership in the College of Education, community or university, any other activities beyond the scope of affiliate requirements that promotes student success.
- The unit head will make materials available to the unit for review.
- The unit head will provide unit faculty with documentation of the requirements for promotion to senior affiliate faculty.
- The candidate will be present at the unit meeting for questions or concerns related to the promotion.
- The unit head will lead a discussion on the promotion to senior affiliate status. Once discussion ends, the candidate will leave the room.
- Discussion will continue with the candidate outside of the meeting; if any new information is presented, the unit head decides whether new information warrants the recalling of the candidate to the unit discussion to allow the candidate to respond.
- All unit faculty are eligible to vote. Voting options are yes, no, or abstain.

- To pass, the vote must be carried by a majority of the eligible unit faculty members.
- The unit head will use the unit discussion and any such comments to prepare a draft unit recommendation report or, if necessary, call for further discussion.
- The draft report should be provided to the candidate and the members of the unit for review.
- Suggestions for changes must be submitted to the unit head within five (5) business days.
- The unit head uses feedback to prepare a final unit recommendation report.
- The report should be supplied to the candidate, unit faculty, and to the dean.
- The dean's office should receive the minutes from the unit meeting, copies of any post-unit comment forms, candidate materials, and any other materials presented to faculty during the unit meeting. The dean makes the final determination on the promotion request, which is not subject to appeal.
- Promotions are effective with the beginning of the next academic year appointment, but not before the beginning of the ninth year, and include an additional \$1,000 increase added to the senior affiliate faculty member's base pay.