

COLLEGE OF COMMUNITY AND PUBLIC SERVICE

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Standards and Procedures for Personnel Review

School of Criminal Justice

School of Social Work

School of Public, Nonprofit and Health Administration

Department of Hospitality & Tourism Management

COLLEGE OF COMMUNITY AND PUBLIC SERVICE

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WELCOME

Welcome to Grand Valley State University and the College of Community and Public Service and congratulations on either beginning your career at GVSU and/or submitting your materials and credentials for consideration of a tenure, promotion, and/or sabbatical decision. The purpose of this CCPS Standards and Procedures guide is to clearly articulate the expectations of the College and outline the process for applying for any personnel decision.

While this is a College-wide guide, please consult your individual unit's standards and your unit's chair regarding expectations and procedures. Approved unit standards may also be found on the web site of University Personnel Review (www.gvsu.edu/upr/). Please note that these College standards do not supersede unit standards, but they do set a common minimum standard across CCPS, and they are authoritative in areas where unit policies may be silent.

Please take note that units may consider the criteria for tenure and promotion to associate professor to be distinct, however, such a distinction must be identified within the unit's written standards. That is, the lack of this distinction in the College guidelines should not be interpreted as precluding such a distinction being made in unit guidelines.

All faculty are subject to the policies of the University as found on the University Policies website (www.gvsu.edu/policies), including but not limited to the Faculty Handbook.



STANDARDS

CCPS Standards for Personnel Decisions

Contract Renewal, Tenure, and Promotion

We, the faculty of Grand Valley's College of Community and Public Service (CCPS), value a balanced and flexible academic life that includes teaching, scholarship, and service. We value the connections between these three areas of professional focus and we believe that active participation in all areas improves performance in each area. Furthermore, our participation in teaching, scholarship, and service strengthens the College as an institution.

We recognize that the relationship between these three elements of professional identity changes over the course of a professional career. One of the three elements may require the focus of a faculty member's time and energy at a specific point, but participation in all three elements must be present over the trajectory of a faculty member's career. Furthermore, while accomplishments in each element must be regularly demonstrated, teaching is always regarded as the most important. The College's criteria for tenure and promotion represent a high professional standard while simultaneously recognizing the need for flexibility.

We celebrate the many different ways in which an academic career can be successfully constructed. The CCPS Standards were created to allow flexibility among diverse disciplines. Individual units have established specific guidelines for teaching, scholarly activity and service. These guidelines must meet the university and CCPS Standards, while conforming to the expectations of each unit's discipline.

Community Engaged College

Community engagement describes the collaboration between institutions of higher education and their communities (local, regional/state, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (Adapted from the Carnegie Foundation)

Through our community engagements, the College of Community and Public Service (CCPS) creates a dynamic learning environment for our students and empowers our community partners with quality research and data. Our accomplished faculty offer a wide range of expertise, including criminal justice, health administration, hospitality, human welfare, nonprofit management, public service, philanthropy, social justice, and tourism. Our Dorothy A. Johnson Center for Philanthropy shapes usable knowledge for nonprofits, foundations, and others seeking to transform their communities for the public good.

CCPS values, encourages and acknowledges faculty commitment to Community Engaged Teaching, Research/Scholarly Activities and Service. The College has identified Community Engagement as a strategic goal and a priority. Faculty pursuing these activities should clearly articulate this activity in their personnel reports and units, the College and the University should recognize these activities in personnel decisions.



TEACHING

CCPS Effective Teaching

University Criteria:

Effective teaching facilitates student learning and includes, but is not limited to, knowledge of the field taught, classroom and mentoring performance, and communication and human relations skills. Faculty members teach effectively by challenging and engaging students, by supporting their academic and professional growth, and by establishing and maintaining high academic standards. They address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies and relevant assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. (BOT Policies 4.2.9.1.A)

CCPS Standards & Criteria:

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

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

Contract Renewal: The purpose of the first personnel action (contract renewal) is to assess whether faculty are making sufficient progress towards meeting the standards required to earn tenure. Candidates for contract renewal should be denied if it is incontrovertibly established that the candidate is not committed to, or is incapable of, achieving a level of teaching performance worthy of tenure.

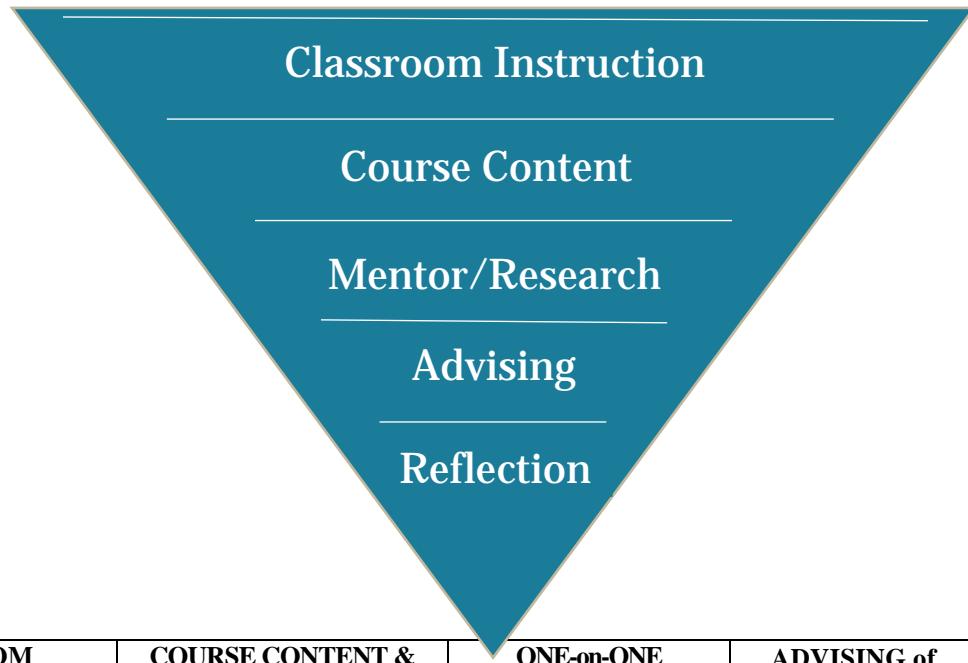
Tenure and Promotion to Associate Professor: By the time the candidate is reviewed for tenure and/or promotion, there must be a pattern of consistent, effective teaching performance.

Professor: For promotion to full Professor, the faculty member must demonstrate consistent excellence in teaching in most, if not all, teaching-related criteria. Senior faculty are expected to display leadership in their teaching duties as well as in the other areas of performance.

Early Tenure/Promotion: A faculty member should only be considered for early promotion (to associate or full) and tenure if a person exceeds department, college and university criteria in all areas, including teaching. In most cases, the candidate for early tenure will have taught fewer courses than other candidates. To compensate, their teaching should be outstanding in all areas and their commitment to continued teaching excellence should be convincing.

The teaching rubric, Figure 1, lists the skills and activities that define good teachers and advisors. It provides examples of the documentation for teaching effectiveness and excellence. The examples are not an exhaustive list. All teachers need not demonstrate excellent teaching in all categories; but faculty should strive to demonstrate effective teaching in all applicable categories. We celebrate the diverse pedagogical approaches our faculty employ in and out of the classroom.

Figure 1: CCPS Model for Effective Teaching



CLASSROOM INSTRUCTION	COURSE CONTENT & CURRICULAR DEVELOPMENT	ONE-ON-ONE MENTORING or RESEARCH with STUDENTS and PEERS	ADVISING of STUDENTS	REFLECTION on TEACHING
<p><i>Effective teachers</i> align course assignments and assessments with learning objectives. They observe the syllabus of record and learning objectives required for their course. They draw on knowledge of their subject, their students, and pedagogical best practices to create an active learning environment that is respectful, meaningful, and motivating. They engage diverse talents and ways of learning so that students have multiple means to practice and demonstrate their knowledge and skills. They create assignments that are accessible and comprehensible to all students, with transparency in evaluation and time expectations. They</p>	<p><i>Effective teachers</i> create environments and materials which interest students and make them active participants in their own learning. Effective teachers are skilled in recognizing when to lead pedagogical activities in the classroom and when to allow room for the students to think and perform independently.</p> <p><i>Excellent Teachers</i> demonstrate an ability to transform and extend their students' knowledge. They develop, find and use creative teaching materials in addition to standard textbooks based on the intellectual needs of the students, the breadth of e-course material, availability of community learning opportunities, and the level of the course. Excellent teachers</p>	<p><i>Effective teachers</i> stimulate intellectual curiosity by the strength of their own intellects, by praise, and by suggestion. Elegance of thought is clearly conveyed as a top priority of learning. Successful teachers have the ability to reward students meaningfully for outstanding work and to know how and when to do it.</p> <p><i>Excellent teachers</i> encourage deep-learning, rather than surface, approaches. They are concerned with developing students' critical thinking skills, problem-solving skills, problem-approach behaviors,</p>	<p><i>Effective advisors</i> and teachers leave something of themselves with their students, demonstrate to students the importance of life-long learning and serve as important role models. Effective advisors make the time and have the flexibility to make each student feel that their individual learning experience is the top priority for the advisor. The effective advisor continually learns about university and community resources and references and has the ability to recognize when and</p>	<p>Since teachers of all ranks value the student voice, <i>effective teachers</i> develop feedback mechanisms that monitor the effectiveness of teaching and demonstrate the ability and confidence to adjust their teaching styles to achieve a more productive learning experience for their students.</p> <p><i>Excellent teachers</i> help lead discussions among junior faculty and their peers for improving teaching practices. They help their peers</p>

<p>provide timely and useful feedback.</p> <p><u>Excellent teachers</u> learn and try innovative instructional methods and technologies. They create high-impact learning opportunities, including community-engaged learning. They ask thought-provoking questions and inspire students to investigate the subject matter in intellectually challenging ways.</p> <p><u>How achievement may be demonstrated</u></p> <ul style="list-style-type: none"> • Student Evaluations • Peer Evaluations • Pre and post exams demonstrating evidence of student learning throughout the course • Wide breadth of classroom activities and assignments tailored to reach a variety of learners • Samples of graded student work to show extensive timely and high quality of feedback on student work for all levels of student. • Demonstrated usage of a wide breadth of learning assessment tools. • Record of student presentation of their course work at Student Scholarship Day, the Graduate Showcase, or other venues. • Presentation of your classroom tools and techniques at the Fall Teaching Conference, faculty meetings, or other venues. • Teaching awards 	<p>are viewed by their peers and by junior faculty as leaders in finding and promoting best practices in pedagogy, course logistics, field trips, community-based learning, or other extramural activities and course content. Excellent teachers develop and deliver off-campus teaching activities such as study-abroad experiences, and distance education courses.</p> <p><u>How achievement may be demonstrated</u></p> <ul style="list-style-type: none"> • Syllabi • Assignments • Evaluation rubrics • Leading field trips or other extra- GVSU activities related to the course material. • Acquisition, development and departmental sharing of new teaching materials such as topical lab materials, skill mastery exercises, quantitative problem solving exercises and/or course content • Evaluation of teaching materials and course content by extra-GVSU colleagues • Wide breadth in level and diversity of courses if made available within departmental scheduling constraints • Contributions to course development, course revision, and curriculum development 	<p>and communication with invested external parties, and enable students to become independent learners and actors. Excellent teachers also advise peers and junior colleagues about resources and best practices available to them for mentoring students. Excellent teachers are expected to show leadership by creating environments and working to make available resources conducive to research with students and fostering one-on-one mentoring of students.</p> <p><u>How achievement may be demonstrated</u></p> <ul style="list-style-type: none"> • Leading student projects (e.g. independent studies or honors projects, student scholarship day research, McNair scholars, etc). • Collaborating with students on scholarly research • Taking/sending students to meetings/conferences • Letters of support from former students solicited by the department and sent to the unit head. 	<p>where students need to be directed for the guidance they need.</p> <p><u>Excellent advisors</u> not only connect to good students but are also effective in reaching out to students who have more challenges. The excellent advisor also helps junior faculty develop their advising through leadership and mentorship.</p> <p><u>How achievement may be demonstrated</u></p> <ul style="list-style-type: none"> • Demonstrating professional availability to students within a reasonable time frame through posted office hours. Anything that demonstrates basic day-to-day availability to students • Developing and using curriculum guide advising syllabi or advisee guidelines for graduate students • Actively working to expand academic and professional contacts for students • Formal letters of support from alumni • Writing letters of recommendation 	<p>define the frames into which they can fit their teaching philosophies and practices; and excellent teachers lead activities which will allow their peers to best evaluate and improve their teaching.</p> <p><u>How achievement may be demonstrated</u></p> <ul style="list-style-type: none"> • Active participation in professional development workshops aimed at enhancement of teaching by learning new methods or tools with demonstrated evidence of application • Integrative and self-reflective statement on one's own teaching. • Attending SOTL conferences/presentations • Evidence of incorporation of new teaching methods or tools aimed at improving teaching.
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SCHOLARSHIP

CCPS Effective Scholarship

University Criteria:

Scholarly/Creative Activity includes, but is not limited to, professional research, creative activities, scholarly writing, editorial boards, scholarly presentations at conferences, participation in professional activities, degrees and continued education, and holding official positions in professional organizations when the position has scholarly outcomes. (BOT Policies 4.2.9.1.B)

CCPS Standards and Criteria:

Effective scholarly activity is an important responsibility of faculty members in the College of Community and Public Service. The College faculty expects all its members to be active scholars who, through on-going activities such as basic, applied and community-based research, contribute to the development and application of knowledge and create a dynamic environment for learning. Faculty member must establish a record of scholarly endeavor that is meaningful within their discipline.

Although the goal of scholarly activity is a creative, intellectual contribution to knowledge that is validated by peers and shared with others, such activity depends on, and can be demonstrated through, personal professional development, engagement in scholarly discourse, and research-in-progress. Whatever form the activity takes, the work and results must be appropriately documented so that colleagues are able to evaluate its quality and significance, both first-hand, and in the eyes of informed third parties. Because of disciplinary differences, individual units in the college may establish distinctive expectations for the various types of scholarly activity and for faculty at different stages of their academic career. Throughout all units, however, the CCPS standards and criteria serve as a minimum that must be upheld.

ABD: When a regular faculty member begins employment at GVSU with the expectation that a terminal degree is to be completed, if the degree is not completed by the end of their third semester, not counting spring/summer, their fourth semester will be their terminal semester. The terminal product used for degree completion shall not count as the sole scholarly contribution towards tenure and promotion to Associate Professor.

Contract Renewal: Candidates for contract renewal should be denied if they have failed to establish an appropriate and promising scholarship agenda. They need not have completed work proportional to their final tenure requirement. However, achieving that requirement should be an obtainable outcome.

Tenure and Promotion to Associate: To achieve tenure and promotion a candidate must complete, at GVSU, at least one scholarly peer reviewed journal article and at least three scholarly contributions appropriate to her or his discipline (see list of items under “How achievement may be demonstrated” below for examples of scholarly contributions).

Full Professor: Tenured faculty seeking promotion must demonstrate a consistent record of scholarly contributions to their discipline, since promotion to associate professor.

Early Tenure/Promotion: Faculty members should only be considered for early promotion (associate or full) and tenure if their scholarly productivity substantially exceeds department, college and university standards, and their plan for further scholarship is both ambitious and convincing.

How achievement may be demonstrated:

This is not an exhaustive list of scholarship. Items are not ranked by level of significance. Please consult unit level standards, and the definitions and guidelines posted to section 3.01 of the Faculty Handbook in 2018, for further guidance.

- Published books and monographs, with an indication of whether the candidate is author or editor. These include textbooks and other books, and monographs primarily oriented toward and intended for use in classroom.
- Research and other monographs prepared under the auspices and disseminated by government agencies or professional organizations, with an indication of whether the candidate is author or editor.
- Refereed journal articles, including major refereed review articles. Other book or literature reviews should be listed under “book reviews.” If any articles have been republished in anthologies, they should be so noted.
- Chapters contributed to books. Those chapters in books that are primarily oriented toward and intended for use in classroom or clinical use should be identified as “texts.”
- Refereed conference proceedings.
- Other scholarly contributions, including non-refereed journal articles, conference abstracts, magazine/newspaper articles and opinion pieces, documentaries, and photographic exhibits and other multi-media products.
- Grants and post-graduate fellowships applied for in the past eight years or currently active. Applications that were successful should be so indicated, along with the dollar amount.
- Papers presented at scholarly professional conferences.
- Teaching manuals and study guides.
- Disseminating community engaged research through public programs and events
- Conducting and disseminating directed or contracted research.
- Conducting and reporting program evaluation research or public policy analyses for other institution and agencies
- Developing innovative solutions that address social, economic, or environmental challenges (e.g. inventions, patents, products, services, clinical procedures and practices).
- Evidence of any of the above forms of scholarship “in progress” does constitute evidence of research. However, research in progress does not count as a completed piece of scholarship.



SERVICE

University Criteria:

Service to Unit, College, University, the Profession/Community.

Shared university governance, contributions to GVSU communities, and the development of disciplines and professions all depend on meaningful service from faculty members. In addition to teaching and scholarly/creative activities within a normal full-time load, all Regular Faculty ... are expected to engage in service as determined by the unit, college, and profession. 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. Normally, service is not a compensated activity; exceptions to this must be approved by the Dean of the College. Evidence of service is significant in decisions on tenure, promotion, and salary increments. Each unit and the library must establish its own standards and criteria for evaluation ... These standards must discuss both the type and amount of service work expected for various faculty ranks. Both quantity and quality of service work must be part of the evaluation. 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. (Faculty Handbook 3.01C, effective May 9, 2017).

Recognition of Administrative Assignments

Administrative assignments will be valued as service to the unit, college, or university, depending upon the level of assignment/duties. Administrative assignments do not reduce the expected outcomes in the areas of teaching and scholarship. Candidates should take special caution when agreeing to administrative responsibilities that may hinder one's ability to meet the tenure/promotion requirements in other areas. It is recommended that pre-tenure faculty who agree to administrative roles seek documentation from unit heads and the dean's office regarding how such activities will be valued in personnel actions. Any agreement on assignments should be included in the faculty's activity plan.

CCPS Standards & Criteria:

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

Contract Renewal: At the time of contract renewal, the expectation of service is minimal, and would normally include: participation in activities designed for new or junior faculty, department and college meetings, program recruiting activities, and other activities where unit workload is shared among all faculty. At the time of contract renewal, a faculty member should be engaged in at least one external community or professional relationship, other than a professional organization within the discipline.

Tenure and Promotion to Associate Professor: For tenure and promotion to associate professor, a candidate must have a record of: (1) active service in the unit, (2) engagement in at least one external community or professional relationship, other than a professional organization within the discipline, and (3) service in *at least* one of the other areas (college, university, discipline or profession).

Professor: Tenured faculty are expected not only to be actively involved, but also to assume leadership in one or more aspects of unit, college, university, professional, or community life. For promotion to professor, candidates must demonstrate a sustained record of active service within and beyond their unit. Full professors serve as leaders as well as participants. Their leadership can be measured in concrete, positive, and lasting contributions in the unit and beyond.

Early Tenure/Promotion: Faculty members should only be considered for early promotion (associate or full) and tenure if their service productivity substantially exceeds department, college and university standards, and their plan for further service is both ambitious and convincing.

Community Engaged Service

CCPS values, encourages and acknowledges faculty commitment to being a Community Engaged College faculty member. Demonstrated performance in service may include community-engaged service, which is the application of one's professional expertise to address a community-identified need and to support the goals and mission of the university and community partners.

Community service provides contributions linked in a broad sense to one's profession and/or the University mission. CCPS defines community service as public service to local, regional, national, or international communities. CCPS recognizes and celebrates the diverse and creative ways in which our faculty enrich their various communities through their service.

Institutional Service

Institutional (unit, college and university) service includes, but is not limited to, participation in university governance, unit, college and university committees, curriculum development, serve as an advisor to student organizations, and performance of special assignments.

How achievement may be demonstrated:

- Active participation on committees
- Chairing committees
- Curriculum development
- Assessment
- Advising student organizations
- Contributing to special initiatives
- Recruiting
- Serving as Unit Head/Program Director/Coordinator
- Accreditation activities

Community Service

Community service involves the engagement of a faculty member's professional expertise. Community service includes, but is not limited to, engaging in community outreach, acting as a board member in a community based organization, participating in public service programs, and work as a pro bono consultant on community projects when representing the University.

How achievement may be demonstrated:

- Contribute to the definition or resolution of a relevant social problem or issue.
- Consulting and providing technical assistance and/or service to public and private organizations.
- Arranging conferences or programs.
- Public speaking in community groups
- Membership in community service organizations at the local/state/national/international levels
- Serving on a community board of directors
- Use state-of-the-art knowledge to facilitate change in organizations or institutions.
- Use disciplinary or interdisciplinary expertise to help groups/organizations in conceptualizing and solving problems.
- Set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes.
- Contribute to the evaluation of existing practices or programs
- Make substantive contributions to public policy
- Directing the development of major grant applications for local, state, or community groups.
- Writing position papers for the general public
- Providing leadership in or making significant contributions to ones' community
- Letters of support from relevant colleagues (e.g. committee chairs, committee members, representatives from professional and community groups)

Service to the Profession

Service to the profession includes leadership or committee roles in professional organizations.

How achievement may be demonstrated:

- Activities as editor of scholarly journal
- Service as referee for scholarly journals, as pre-publication reviewer for books, or for grant proposals.
- Serving as an expert witness, providing clinical services, and participating on boards and commissions outside the university.
- Membership and involvement in professional societies and associations.
- Leadership at professional/scholarly meetings other than presentation of papers (e.g. discussant, session chair, speaker attendant)
- Published book reviews (other than those listed under scholarship).
- Participation in news/radio broadcasts or guest commentaries in non-scholarly publications



PROCEDURES

Procedures for Personnel Review

These procedures have been revised by the College Personnel Committee (CPC) of the College of Community and Public Service. This document was designed to help facilitate the preparation of faculty personnel review portfolios.

Personnel Review Timeline

The initial faculty contract is issued for four years upon hire with expiration at the end of the winter semester of the fourth academic year. The **standard** progression of the faculty personnel policy involves two formal reviews (the timeline stated may be affected by credit towards tenure upon hire, etc.). Personnel reviews for contract renewal, tenure and promotion to Associate Professor occur during the winter semester **prior** to the expiration date of the issued contract to allow a grace period of a full academic year before expiration, in case of a negative decision. The first review takes place during the winter semester of the third year of the contract. The tenure review occurs during the winter semester of the sixth year.

Personnel review for promotion to Full Professor takes place in the fall semester (see Figure 2).

Figure 2:

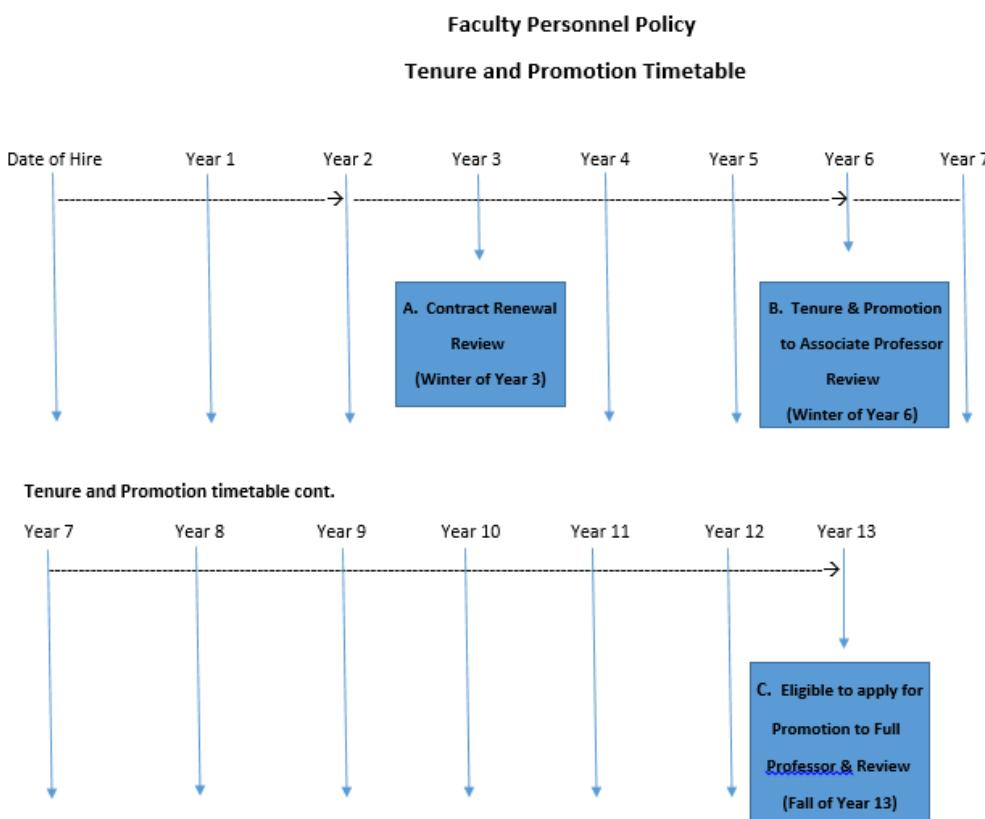


Figure Notes:

- A. If your contract is not renewed in the Winter of year three, your appointment ends at the conclusion of year four.
- B. Tenure and promotion to Associate Professor are considered separately in the Winter of year six.
 - If successful, tenure and promotion are effective beginning in August of year seven.
 - If you are denied tenure, your appointment ends at the conclusion of year seven.
- C. If you are promoted to Full Professor in the Fall of year thirteen, the promotion is effective beginning in August of year fourteen.

Documentation

At the time of each of the specified reviews, the candidate must provide documentation in the form of an electronic portfolio in support of his or her personnel action, whatever the specific action may be. All portfolios except those requesting “promotion only” should address the total career of the candidate as a member of the college faculty. The promotion-only portfolio should be limited to the years since the last promotion.

NOTE: Request for promotion can only be initiated upon written notification to the Dean.

The deadline to notify the Dean of one’s intent to apply for promotion from Assistant Professor to Associate Professor is the first day of the winter semester.

All reviews for promotion to Full Professor shall take place in the fall semester. The candidate shall notify the Dean of his/her intent to apply for promotion to Full Professor in writing by March 30.

See Tables 1 and 2 for details regarding the timelines for tenure, promotion to associate and full professor.

Procedure for Non-renewals and Appeal Process for Non-Renewals and/or Denial of Promotion.

Any action resulting in the non-renewal (specifically, denial of contract renewal or tenure) of a probationary appointment and/or denial or promotion of any appointee shall normally be based upon recommendations generated by the College's Personnel Committee and Dean. Prior to any formal decision to deny a personnel action, the appointee shall be notified by the Provost to allow for a personal conference between the faculty member and the Provost. The conference may result in agreement that the appointment should be renewed or, in the case of a promotion only, the promotion granted. If so, the proceedings shall be dropped. If such a conference results in agreement that the best interests of the appointee and the university will be served by resignation, the appointee shall submit a resignation to his/her Dean in writing within five (5) days. If the conference does not result in mutual agreement, the Provost will submit her/his decision in writing with rationale to the appointee. If the appointee wants to appeal the Provost's decision, the appointee will submit the appeal, in writing, to the President within ten days of the meeting or within twenty days of requesting the meeting, whichever is later. (BOT Policies 4.2.13.4)

Table 1: Timeline and Responsibilities for Contract Renewal, Tenure & Promotion to Associate Professor (Winter)

Person	Date	Process Step	<i>Board of Trustees Policies Reference</i>
Candidate		Consult with Unit Head and Dean for unit and college deadlines not set by university policy.	Ch. 4, Sec. 2.10.6
Candidate	At least two weeks before the Dean is scheduled to notify the unit of personnel actions	Apply in writing to the Dean for all promotions except to Full Professor/Senior Librarian.	Ch. 4, Sec. 2.10.3
Dean	By mid-November	Notify unit and candidate of winter personnel actions for all reviews <u>except</u> Promotion to Professor/Senior Librarian.	Ch.4, Sec. 2.10.5
Candidate	Fall	Prepare portfolio.	Ch.4, Sec. 2.10.5, along with any unit or college portfolio expectations
Candidate	First day of Winter semester *	Deadline to submit portfolio to Unit Head.	Ch.4, Sec. 2.10.4.A.1
Unit Head	Early in Winter semester	Decide and communicate date of Unit Meeting, determined so that all unit documents can be forwarded to the Dean by the appropriate deadline.	Ch.4, Sec. 2.10.7.A
Unit Head	Early in Winter semester	Ask unit regular faculty if they should be excused per Conflict of Interest policy.	Ch.4, Sec. 2.10.6.A
Unit Head	Before the Unit meeting	Make portfolio and teaching evaluations available for review.	Ch.4, Sec. 2.10.7.A
Department	Before the Unit meeting	Unit regular faculty review portfolio and teaching evaluations. Submit items for unit meeting agenda.	Ch.4, Sec. 2.10.7.A
Candidate	Before the Unit meeting	Decide whether or not to attend unit meeting. If not, sign waiver.	Ch.4, Sec. 2.10.7.B
Unit Head	Before the Unit meeting	Meeting agenda is prepared, following procedures in the <i>Board of Trustees Policies</i> .	Ch.4, Sec. 2.10.7.A
Department	By early February	Unit meeting and vote is conducted.	Ch.4, Sec. 2.10.7.B
Department	Soon after the Unit meeting	Post-meeting comment forms may be submitted to Unit Head after the meeting.	Ch.4, Sec. 2.10.7.C

Person	Date	Process Step	Board of Trustees Policies Reference
Unit Head	By third Friday in February **	Prepare draft and then final unit recommendation report.	Ch.4, Sec. 2.10.7.C
Unit Head	By fourth Friday in February **	Forward all appropriate documents to the Dean's office.	Ch.4, Sec. 2.10.7.C
Dean	By end of February **	Forward all appropriate documents to College Personnel Committee (CPC).	Ch.4, Sec. 2.10.7.C
CPC	By the end of March **	CPC deliberates and makes its recommendation to the Dean, following procedures in the <i>Board of Trustees Policies</i> .	Ch.4, Sec. 2.10.8
Dean	By the end of March **	Dean receives recommendation from CPC.	Ch.4, Sec. 2.10.9
Dean	By third Friday in April **	Dean deliberates and makes his/her own recommendation to the Provost, following procedures in the <i>Board of Trustees Policies</i> .	Ch.4, Sec. 2.10.9
Provost	By May 15 **	Must meet with candidate prior to formal decision if personnel action is to be denied.	Ch. 4, Sec. 2.13.4
Provost	By June 1 *	Provost makes his/her decision and notifies all appropriate people.	Ch.4, Sec. 2.10.4

* Date set by policy in the *Board of Trustees Policies*

** Date established by Office of the Provost

Table 2: Timeline and Responsibilities for Promotion to Professor (Fall)

Person	Date	Process Step	Board of Trustees Policies Reference
Unit Head	February-March	Notify unit of March 30 deadline to apply for promotion to Professor/Senior Librarian.	Ch.4, Sec. 2.10.4.A.2
Candidate	March 30 *	Deadline for candidate to apply in writing for promotion to Professor/Senior Librarian.	Ch.4, Sec. 2.10.4.A.2
Dean	End of Winter semester	Notify unit and candidate of fall personnel actions.	Ch.4, Sec. 2.10.5
Candidate	Summer	Prepare portfolio.	Ch.4, Sec. 2.10.5, along with any unit or college portfolio expectations
Candidate	First day of Fall semester *	Deadline to submit portfolio to Unit Head.	Ch.4, Sec. 2.10.4.A.2
Unit Head	Early in Fall semester	Decide and communicate date of Unit Meeting, determined so that all unit documents can be forwarded to the Dean by the appropriate deadline.	Ch.4, Sec. 2.10.7.A
Unit Head	Early in Fall semester	Ask unit regular faculty if they should be excused per Conflict of Interest policy.	Ch.4, Sec. 2.10.6.A
Unit Head	Before the Unit meeting	Make portfolio and teaching evaluations available for review.	Ch.4, Sec. 2.10.7.A
Department	Before the Unit meeting	Unit regular faculty review portfolio and teaching evaluations. Submit items for unit meeting agenda.	Ch.4, Sec. 2.10.7.A
Candidate	Before the Unit meeting	Decide whether or not to attend unit meeting. If not, sign waiver.	Ch.4, Sec. 2.10.7.B
Unit Head	Before the Unit meeting	Meeting agenda is prepared, following procedures in the <i>Board of Trustees Policies</i> .	Ch.4, Sec. 2.10.7.A
Department	By early October	Unit meeting and vote is conducted.	Ch.4, Sec. 2.10.7.B
Department	Soon after the Unit meeting	Post-meeting comment forms may be submitted to Unit Head after the meeting.	Ch.4, Sec. 2.10.7.C
Unit Head	By third Friday in October **	Prepare draft and then final unit recommendation report.	Ch.4, Sec. 2.10.7.C
Unit Head	By fourth Friday in October **	Forward all appropriate documents to the Dean.	Ch.4, Sec. 2.10.7.C
Dean	By end of October **	Forward all appropriate documents to College Personnel Committee (CPC).	Ch.4, Sec. 2.10.7.C

Person	Date	Process Step	Board of Trustees Policies Reference
CPC	By third Friday in November **	CPC deliberates and makes its recommendation to the Dean, following procedures in the <i>Board of Trustees Policies</i> .	Ch.4, Sec. 2.10.8
Dean	By third Friday in November **	Dean receives recommendation from CPC.	Ch.4, Sec. 2.10.9
Dean	By third Friday in December **	Dean deliberates and makes his/her own recommendation to the Provost, following procedures in the <i>Board of Trustees Policies</i> .	Ch.4, Sec. 2.10.9
Provost	By January 15 **	Must meet with candidate prior to formal decision if promotion is to be denied.	Ch. 4, Sec. 2.13.4
Provost	By January 31 *	Provost makes his/her decision and notifies all appropriate people.	Ch.4, Sec. 2.10.4

* Date set by policy in the *Board of Trustees Policies*

** Date established by Office of the Provost



...:::DigitalMeasures

Digital Measures

Digital Measures (DM) is a web based database program that makes it easy for faculty to keep track of and report their activities and accomplishments in teaching, scholarship, and service. An annual Faculty Activity Plan or Faculty Activity Report can easily be generated from this information, as well as other customized reports or documents (e.g. a list of publications or a C.V.) to better showcase one's work.

Some data (basic Banner personnel records, e.g. faculty name, e-mail, phone, employment start date, tenure date, college, department, and scheduled teaching assignments) is loaded into DM from Banner at the start of each semester. Faculty should double-check this information to ensure that the uploaded data is accurate. All faculty course evaluations are also uploaded into DM at the conclusion of each semester.

All other data about faculty activities is entered by faculty members themselves, and they can (and should) update it at any time, for example, changing the status of a publication from "under consideration" to "accepted" or "forthcoming". Another example might include updating DM when a unit/college/university or community service project has ended. The service project is not removed from DM, but rather an end date should be added to indicate that the service activity has ended. Data for a faculty member reflects only what he/she has chosen to enter; no changes will be made to the data except changes made by the faculty member.

It is each faculty members' responsibility to manage their record of activities in the areas of teaching, scholarship, and service by entering the data into DM.

For numerous support links including instructional support visit:

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