College of Education and Community Innovation

Personnel Standards

Effective August 6, 2026[1]

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[1] CECI personnel standards go into August 6, 2026, and apply to all faculty appointed on or after that date.

All other CECI faculty hired before August 6, 2026, may choose legacy or the 2026 CECI personnel standards for their personnel procedures. Effected faculty (everyone with a future action hired prior to August 6, 2026) must declare in writing to the Dean's office by October 15, 2026 which standards they have selected to be evaluated by.

Preamble:
Welcome to Grand Valley State University and the College of Education and Community Innovation (CECI, pronounced "chech-ee") and congratulations on either beginning your career at GVSU and/or submitting your materials and credentials for consideration of a personnel decision. The purpose of the CECI Standards and Procedures template is to clearly articulate the expectations of the College and outline the process for applying for any personnel decision. **Please consult your individual unit's standards [2]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 while individual Unit standards may exceed these College standards, the College standards set a common minimum standard across CECI, and they are authoritative in areas where Unit policies may be silent or contradictory. 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.

The College of Education and Community Innovation is the first academic college in the nation to unite the transformative power of education, social work, criminology, philanthropy, and legal studies with the community engagement of hospitality, health, nonprofit, and public management and policy. We are dedicated to developing well-rounded and high-quality administrators, educators, social workers, paralegals, peace officers, counselors, community organizers, and civil servants through active, experiential and community-based learning.

Our multidisciplinary environment will incubate innovative approaches to building healthy communities, promoting equity and social responsibility, and providing quality research and data. Our name includes "education" in recognition of Grand Valley's long-term commitment to teacher education which began in 1964. "Education" also indicates shared values and practices present in all programs in our new college: interaction of theory and practice, field studies and internships, learning relevancy, and the personalized attention needed for our students to become leaders in their fields, organizations, and communities.

Our name includes "community innovation" in recognition of the long-term commitment of our programs to improve our communities. In the years prior to our merger, students, faculty, and staff in our component programs engaged with over 500 public, nonprofit, and business organizations. We approach community issues with a combination of critical, creative, reflective, and visionary thinking balanced with an ability to collaborate with our partners.

Taken together, "education" and "community innovation" is a reminder of our commitment to develop and foster opportunities that expand access and remove barriers which prevent people from achieving their educational and career goals. These barriers are overcome in several ways. We are committed to supporting alternative delivery modes, evening, and weekend courses, non-credit courses, summer

[2] Development of these standards to begin in 2026.

courses, study abroad opportunities, micro-credentials, and dual degree programs. We offer exceptional academic advising and field placement opportunities.

Our faculty, staff, alumni, and supporters have contributed to many field-specific student scholarship funds. The student demographics of many of our programs indicate unusually strong participation from BIPOC, first-generation, career advancing, career changing, part-time, and out-of-state students. This diversity creates a rich and supportive learning environment for students from many backgrounds.

Policy Statement

Areas of Evaluation for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews. **(BOT 4.2.9):**

College Regular Faculty. The individual College's Personnel Committee will use the evaluation criteria indicated in this section in arriving at its recommendations. All regular faculty, whether full- or part-time, shall be evaluated on the same criteria and shall be expected to demonstrate that they meet the level of performance consistent with the expectations of their rank. In these personnel actions, except Dismissal for Adequate Cause, the burden of proving that their performance warrants the personnel action under consideration rests with the regular faculty member to be reviewed. It is the University's responsibility to process the requested personnel action. Each of the criteria listed below must be demonstrated to some degree, but teaching is regarded as the most important. It is essential that regular faculty review be thorough, fair and in accord with clearly stated standards and criteria (Section 4.2.9) and procedures (Section 4. 2.10). Faculty reviews should promote a culture of continuous improvement.

A. Effective Teaching. 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.

B. Scholarly/Creative Activity. Within a normal full-time load, all regular faculty are expected to engage in scholarship or creative activity. The University welcomes the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (as conceptualized by Boyer, 1990). All of these forms are valued in determinations for promotion and tenure. The University uses the following three categories to describe scholarship/creative activities:1)advancement of knowledge/creative activity, 2) scholarly engagement, and 3) professional development.

C. Service to the Institution, the Profession, and the Community. A faculty workload includes service to the institution, and/or the profession, and/or the community. Each unit/college will write standards that describe how much and what type(s) of service is required for each rank and for tenure, promotion, and annual review. It is the responsibility of each faculty member to describe the nature of the service and the time commitment involved. Each College and unit must establish its own standards and criteria for evaluation at each rank and tenure. College standards and criteria may be more specific than University standards and criteria, but may not contradict or conflict with them. Unit standards and criteria may be more specific than College standards and criteria, but may not contradict or conflict with them or the University standards and criteria. Each candidate for a personnel action must include a copy of their unit standards and criteria in the portfolio, or in the alternative, written acknowledgment of the unit guidelines that are being applied.

For both College and unit, after approval by the Dean, these standards and criteria must be submitted to the University Personnel Review Committee (UPRC), who will provide advice to the Provost/Executive Vice President for Academic Affairs. Final approval is decided by the Provost/Executive Vice President for Academic Affairs.

It is recognized that the relative importance of any of the professional achievement and service criteria may vary depending upon a variety of factors including the stage of the regular faculty member's career, the purpose of the evaluation, and the program objectives of the unit, College, and University.

(While not a fourth area of evaluation, university policy regarding collegiality is as indicated in SG 3.07).

• *A collection of resources applicable to faculty personnel processes is available on the Office of the Provost website. Included are a flow chart of evaluation procedures, calendars, forms, and frequently asked questions. The above information was retrieved from* https://www.gvsu.edu/policies/policy.htm?policyId=AB5784F4-ECDC-2D65-100EB4DB665FCC68 *on August 27, 2025.*

Approved by CECI Faculty and Dean in April 2025. After review by UPRC, the final version was approved by the Provost in February 2026. ***Contract Renewal, Tenure and Promotion: Criteria***

Areas of evaluation, and university performance expectations for each rank, are as indicated in BOT 4.2.5, 4.2.8, BOT 4.2.9, SG 3.01, and SG 3.07.

Additional unit criteria are as indicated in sections 1.A (regular tenure and promotion actions) and 1.B (early actions) below.

Additional examples of scholarly engagement can be found in the Appendix 4A.

1.A CECI criteria for Contract Renewal, Tenure / Promotion to Associate Professor, and Promotion to Professor.

1.A.i: Contract Renewal.

**1.A.i.a: Teaching/Professional Effectiveness.*

- see BOT 4.2.9.A, SG 3.01, university and college definitions of effective teaching and expectations for contract renewal.

Criteria and Definitions	**Evidence for Personnel Portfolio** (SG 3.01.D)	**For Tenure-Track Contract Renewal** (SG 3.01.D)
Effective Teaching	Representative course syllabi Reflective narrative on teaching Peer observations of teaching (as required) Course evaluations each semester (provided) Significant professional development activities related to teaching Other teaching materials relevant to the reflective narrative (e.g., course assignments, rubrics, representative student assessment data, self-evaluations, evidence of student advising/mentorship)	Demonstrates disciplinary expertise Teaches skills that prepare students to deal with complexity, diversity, and change Teaches content in a coherent, organized manner to aid student learning Cultivates a learning environment where students are treated equitably, have equal access to learning, and are valued and supported in their learning Establishes and communicates learning goals and high expectations Assesses student performance in an appropriate and sufficient manner Competently uses teaching pedagogies to improve student performance by actively engaging students in their learning Refines courses using feedback and reflection

**1.A.i.b: Scholarly/Creative Activity.*

- see BOT 4.2.9, SG 3.01, regarding university and college definitions of Scholarly/Creative Activity, and expectations for contract renewal

Criteria and Definitions	Evidence for Personnel Portfolio	For Tenure-Track Contract Renewal
Scholarly Activity Conducts research and disseminates findings to a scholarly audience	Actual proposals, acceptances, program citations Actual articles, proceedings, chapters, monographs, books Editorial comments, revisions, or substantive suggestions for improvement Other materials if relevant to the reflective narrative	Demonstrated potential for scholarly contributions to the field as evidenced by: A scholarly agenda articulated in the candidate's reflective narrative AND One scholarly activity (see Appendix: CECI List of Scholarly Activities)

**1.A.i.c: Service.*

•see BOT 4.2.9, SG 3.01, SG 3.07, regarding university and college definitions of Service to the Institution, the Profession, and the Community, and expectations for contract renewal.

Criteria and Definitions	**Evidence for Personnel Portfolio**	**For Tenure-Track Contract Renewal**
Unit, College, & University Service *Collaborates in developing, implementing, and evaluating unit,* *college, and university programs and activities* **Service to the Community & Profession** *Contributes to the community and* *profession*	Contributions to the program, unit, college, and/or university that exceed basic expectations, including evidence of the extent of the contribution Contributions to the profession and community, including evidence of the extent of the contribution	Participation in student organizations, program, unit, college, or university committees and/or task forces OR Participation in college or university governance, curriculum development, program approval, accreditation, or institutional activities Contributes professional expertise to community groups, schools, organizations, or agencies OR Contributes professional expertise to learned societies or professional organizations

1.A.ii: Tenure / Promotion to Associate Professor

**1.A.ii.a: Teaching/Professional Effectiveness.*

- see BOT 4.2.9, SG 3.01, and the university and college definitions of effective teaching, and expectations for tenure and promotion.

Please note that faculty may apply together or separately for tenure and promotion.

Criteria and Definitions	**For Tenure AND/OR Promotion to Associate Professor** (SG 3.01.D)
Effective Teaching	Demonstrates disciplinary expertise Teaches skills that prepare students to deal with complexity, diversity, and change Teaches content in a coherent, organized manner to aid student learning Cultivates a learning environment where students are treated equitably, have equal access to learning, and are valued and supported in their learning Establishes and communicates learning goals and high expectations Assesses student performance in an appropriate and sufficient manner Competently uses teaching pedagogies to improve student performance by actively engaging students in their learning Refines courses using feedback and reflection

**1.A.ii.b: Scholarly/Creative Activity.*

- see BOT 4.2.9, SG 3.01, regarding university and college definitions of Scholarly/Creative Activity, and expectations for tenure and promotion.

Criteria and Definitions	For Tenure	For Promotion to Associate Professor
Scholarly Activity *Conducts research and disseminates findings to a scholarly audience*	**Fulfills the following requirements:** Three Advancement of Knowledge/Creative Expression endeavors **(only one of these can be a presentation & one must be a documented peer-reviewed publication)** AND Two additional Scholarly Activities (see proposed CECI List of Scholarly Activities at the end of this document).	**Fulfills the tenure requirements plus:** One additional scholarly activity (see Proposed CECI List of Scholarly Activities at the end of this document)

**1.A.ii.c: Service.*

•see BOT 4.2.9, SG 3.01, SG 3.07, regarding university and college definitions of Service to the Institution, the Profession, and the Community, and expectations for tenure and promotion.

Criteria and Definitions	For Tenure	For Promotion to Associate Professor
Unit, College, & University Service *Collaborates in developing, implementing, and evaluating unit, college, and university programs and activities* **Service to the Community & Profession** *Contributes to the community and profession*	Participation in student organizations, program, unit, college, or university committees and/or task forces AND Participation in college or university governance, curriculum development, program approval, accreditation, or institutional activities Contributes professional expertise to community groups, schools, organizations, or agencies OR Contributes professional expertise to learned societies or professional organizations	Leadership in student organizations, program coordination, unit, college, or university committees and/or task forces OR Leadership in college or university governance, curriculum development, program approval, accreditation, or institutional activities Contributes professional expertise to community groups, schools, organizations, or agencies AND Contributes professional expertise to learned societies or professional organizations

1.A.iii: Promotion to Professor

**1.A.iii.a: Teaching/Professional Effectiveness.*

- see BOT 4.2.9, SG 3.01, regarding university and college definitions of effective teaching, and expectations for promotion to Professor.

Criteria and Definitions	**For Promotion to Professor** (SG 3.01.D)
Effective Teaching	Demonstrates a pattern of effective teaching requirements (see tenure and promotion columns) AND For promotion to full professor, a faculty member must consistently demonstrate at least effective teaching on annual reviews. In addition, the faculty member must have engaged in several meritorious activities and accomplishments that extended beyond normal teaching duties and performance during the previous six years (see SG 3.01.D).

**1.A.iii.b: Scholarly/Creative Activity.*

- see BOT 4.2.9, SG 3.01, regarding university and college definitions of Scholarly/Creative Activity, and expectations for promotion to Professor.

Criteria and Definitions	For Promotion to Professor
Scholarly Activity *Conducts research and disseminates findings to a scholarly audience*	**Fulfills the following requirements ordinarily within the six years immediately preceding application for promotion to full professor** Four Advancement of Knowledge/Creative Expression endeavors (two must be documented peer-reviewed publications, one of which must be a journal article; one additional scholarly publication; only one presentation can count toward the total of four required endeavors) AND Two additional Scholarly Activities (see proposed CECI List of Scholarly Activities at the end of this document).

**1.A.iii.c: Service.*

•see BOT 4.2.9, SG 3.01, SG 3.07, regarding university and college definitions of Service to the Institution, the Profession, and the Community, and expectations for promotion to Professor

Criteria and Definitions	**For Promotion to Professor**
Unit, College, & University Service *Collaborates in developing, implementing, and evaluating unit, college, and university programs and activities*	Leadership in student organizations, program coordination, unit, college, university committees, or task forces AND Leadership in college or university governance, curriculum development, program approval, accreditation, or institutional activities
Service to the Community & Profession *Contributes to the community and profession*	Contributes professional expertise to community groups, schools, organizations, or agencies AND Contributes professional expertise to learned societies or professional organizations

1.B This section includes unit criteria for Early Tenure and/or Promotion to Associate Professor, and for early promotion to Professor.

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

Policy statement

1. **Early Tenure and/or Promotion.** A faculty member may request, in writing to the Dean, that they be considered by their unit for early tenure and/or promotion (see Section 4.2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that they have exceeded the expectations in all three areas of evaluation (see Section 4.2.9.1), as defined by unit and College criteria. For early promotion to full professor/senior librarian, the relevant period of time for the materials included in the application shall be the time since the first day of classes in the fall semester of the academic year, not the calendar year, in which the application to associate professor/associate librarian was submitted. Candidates for early promotion to full professor/senior librarian are not required to include items from the aforementioned fall semester in their application; any items included in the application for promotion to associate professor/associate librarian are ineligible for inclusion in the application for full professor/senior librarian. (The time period described in BOT 4.2.10.5 does not apply for early promotion to full professor/senior librarian.) **Please note the above policy statement was retrieved from https://www.gvsu.edu/policies/policy.htm?policyId=3EBB3166-0A94-BE03-2AF1D5257610EFE9&search=3.01 on August 27, 2025.**

2. **Tenure and Promotion: Process and Schedules**

University policies regarding personnel process and schedules are as indicated in BOT 4.2.10.

CECI: PERSONNEL REVIEW TIMELINE
Fall Personnel Actions – Promotion to Full Professor
Winter Personnel Actions – All Reviews (Tenure, Contract Renewal and Promotion to Associate Professor)

JUNE
HR sends the Dean/Administrative Assistant (AA) a list of faculty who are scheduled for appointment renewals or tenure decisions for the academic year.

JULY
Candidate prepares portfolio in Digital Measures (DM).

AUGUST
Portfolio submission is due to the Unit Head by the end of the first day of fall semester. Candidate no longer has access to DM.*

SEPTEMBER
**** Date set by policy in the Board of Trustees Policies***
***** Date established by Office of the Provost***

OCTOBER
By mid-October, AA notifies eligible faculty of the November 1 deadline to apply for promotion to Associate Professor and Early Tenure. Form found here.
By early October, Unit meeting and vote is conducted.
*By third Friday in October**, Unit prepares draft and then final unit recommendation report.*
*By fourth Friday in October**, Unit Head forwards all appropriate documents to the Dean/AA .*
*By end of October**, Dean/AA forward all appropriate documents to the College Personnel Committee (CPC).*

NOVEMBER
November 1, deadline for Candidate to apply in writing for promotion to Associate Professor and/or Early Tenure.
By mid-November, Dean/AA notifies unit and candidate of winter personnel actions.
*By third Friday in November**, CPC deliberates and makes it recommendation to the Dean/AA, following procedures in the Board of Trustees Policies.*

DECEMBER
Candidate prepares portfolio in DM.
*By third Friday in December**, Dean deliberates and makes recommendation to the Provost, following procedures in the Board of Trustees Policies.*

JANUARY
Portfolio submission is due to the Unit Head by the end of the first day of winter semester. Candidate no longer has access to DM.*

AA notifies Unit Heads of deadline date (March 30) for eligible faculty to apply in writing for Fall Personnel Actions (promotion to Full Professor) for the upcoming year.

*By January 15**, Provost must meet with candidate prior to formal decision if promotion is to be denied.*

By January 31, Provost makes decision and notifies all appropriate people.*

FEBRUARY
*By early February**, Unit meeting and vote is conducted.*
*By third Friday in February**, Unit prepares draft and then final unit recommendation report.*
*By fourth Friday in February**, Unit Head forwards all appropriate documents to the Dean/AA.*
*By end of February**, Dean/AA forward all appropriate documents to the College Personnel Committee (CPC).*

Unit Head notifies unit of March 30 deadline to apply for promotion to Professor.

MARCH
*By the end of March**, CPC deliberates and makes its recommendation to the Dean, following procedures in the Board of Trustees Policies.*
By March 30, deadline for Candidate to apply in writing for promotion to Professor.*

APRIL
*By the third Friday in April**, Dean deliberates and makes recommendation to the Provost, following procedures in the Board of Trustees Policies.*

By the end of winter semester, Dean/AA notifies unit and candidate of fall personnel actions.

MAY
*By May 15**, Provost must meet with candidate prior to formal decision if personnel action is to be denied.*
Candidate prepares portfolio in DM.

JUNE
By June 1, Provost makes decision and notifies all appropriate people.*

3. **Annual Evaluation: Criteria/Standards and Process**

University policies regarding annual evaluation are as indicated in SG 3.07.
Note also university performance evaluation criteria as noted in BOT 4.2.9
College policies are as indicated in CECI Policies and Procedures

4. Appendix

Proposed CECI List of Scholarly Activities

Note: This list is adapted from that which is provided by the university and represents the scholarly activities considered to be most appropriate and applicable to faculty in the College of Education and Community Innovation. The list is not exhaustive, and items are not ranked by level of significance. Faculty have the opportunity to include additional scholarly activities which are not listed here; explanations as to how their activity meets scholarship expectations must be included within the candidate narrative. Please consult unit level standards, and the definitions and guidelines posted to section 3.01 of the Faculty Handbook, for further guidance.

SG 3.01.E.3

I. Advancement of Knowledge/Creative Expression: Scholarly and creative work in this form advances knowledge or creative expression in the field through two characteristics: (1) the product is in a publicly accessible format and is disseminated outside of GVSU, (2) the product utilizes a process to judge the quality and value of the contribution to the discipline; this is generally through the use of peer review, but some disciplines may use other appropriate processes. Examples in this category may include but are not limited to:

- Case publications, if externally peer reviewed
- Conference presentations (if full proposal is submitted for peer review)
- Conference proceedings papers (if full paper submitted for peer review)
- Open-access scholarly works, if quality has been established through an appropriate disciplinary process
- Peer-reviewed journal publications or law review
- Scholarly book chapters, if peer reviewed
- Scholarly books (from a reputable publisher as recognized by the discipline)
- Trade/practitioner publications, if externally peer reviewed

II. Scholarly Engagement: Scholarly engagement demonstrates an active scholarly/creative activity agenda through the use of existing disciplinary knowledge to produce a product that is disseminated to peers, users, or decision makers. These products typically utilize less stringent public/private validation or judgment of work. Some of them will later become Advancement of Knowledge/Creative Expression (e.g., conference presentation that is later published as a peer-reviewed article). In addition, documented scholarly/creative work-in-progress fits into this category. Examples in this category may include but are not limited to:

- Awarded grant proposals (will also count when the work is produced)
- Trade/practitioner publications, if editorially reviewed
- Open-access trade/practitioner works, if quality has been established through an appropriate disciplinary process
- In-house academic publications
- Authorship of text/trade books or book chapters by a recognized publisher
- Open-access trade/textbooks, if quality has been established through an appropriate disciplinary process
- Case publications, if editorially reviewed
- Invited professional presentations outside GVSU
- Conference presentations/conference proceedings papers (if summary or abstract is submitted for review)
- Published articles in non-academic publications to interpret and/or present research outcomes to the general public (newspapers, magazines etc.)
- Presentations to a governmental body, organization, or policy maker to interpret and/or present research outcomes
- Policy papers disseminated to a governmental body, organizations, or policy makers, designed to influence organizations or governments
- Paper presentations in academic venues
- Whitepapers or position papers
- External [to GVSU] program evaluation resulting in data collection, analysis, and dissemination of findings
- Photography exhibits that are meaningful within the candidate's discipline
- Documentary/film that is meaningful within the candidate's discipline