

## Personnel Actions for Tenured and Tenure-Track Faculty

**Notes to Faculty:** These guidelines reflect past practice. They supplement the *GVSU Faculty Handbook* and the *COE Reference Guide*. They are intended for the guidance of candidates, personnel committees, and all faculty who review personnel files and vote on personnel decisions.

### Overview of Personnel Actions

*COE Reference Guide to Appointment, Reappointment, Promotion.* College policies are in accord with those of the institution. In addition, the Reference Guide clarifies expectations within the college. The document was first adopted in 2005 and has been periodically updated. It was most recently reviewed by Faculty Council in conjunction with baseline workload expectations on April 14, 2008. See appendix for Reference Guide. Also note that expectations reflect updated language from the GVSU Faculty Handbook.

*Evaluation Schedule.* Appointment, re-appointment, and tenure decisions are summative processes that take place winter semester. Evaluation of requests for promotion to full professor occurs during the fall semester. Evaluation of all other requests for promotion occurs during the winter semester. Evaluation of sabbatical proposals takes place fall semester and may include formative evaluation if submission timelines allow for early review and comments.

*Sabbatical Proposals.* Candidates planning to submit a sabbatical proposal for review must familiarize themselves with the University Sabbatical Review process. 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.

*First Renewal.* Information in the portfolio should reflect activity performed between initial COE hire date and the present. Please keep information confined to a single notebook.

*Subsequent Renewal.* 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 notebook, but include previous notebook(s).

*Tenure.* (Guidelines approved by Faculty Council on 11/14/11) Tenure-track faculty being considered for tenure in the College of Education are required to meet the associate professor guidelines with regard to teaching, scholarship, and service at a minimum\*. Tenure decisions also require faculty and personnel committees to consider the "faculty member's accomplishment and performance and the prospect of its continuation into the

future” as noted in the GVSU Administrative Manual. Further, tenure decisions may consider collegiality relevant as a qualitative standard applied along with teaching, scholarship, and service as specified in the GVSU Faculty Handbook. A separate promotion vote is still necessary as required by University personnel policies.

\*An untenured full professor being considered for tenure must instead achieve the full professor guidelines.

*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 notebook, but include previous notebooks.

*Early Tenure or Promotion.* The candidate would need to demonstrate rare and exceptional quality and/or unique circumstance 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” (University’s Administrative Manual 2.8.4). The burden is on candidates to make a compelling case accompanied by clear evidence that they have exceeded COE Guidelines for tenure and/or promotion thereby warranting their early consideration for advancement.

*Faculty with Administrative Assignments.* “These are positions that report to a Dean where the faculty member is released from faculty duties to perform administrative duties that comprise of 51-100% of the faculty member's total workload. These positions require experience as a faculty member, and they focus on administrative work for a College such as Associate Deans. Unit heads are not included in this category. Each faculty member with administrative assignments will be listed among the faculty of an appropriate department or school and can return to the unit after completion or termination of the at-will administrative assignment.” (University Administrative Manual 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.

*Personnel Action Votes.* (Approved April 9, 2015, Faculty Council.)

*Unit Personnel Committee Vote.* After reviewing the candidate’s portfolio, the Unit Personnel Committee votes on a recommendation to the Unit. The results of that vote are shared with the candidate prior to the Unit personnel meeting. If the Unit Personnel Committee expresses concerns to the candidate about evidence missing or needing clarification in the candidate’s portfolio, the candidate is given the opportunity to verbally address those concerns at the Unit personnel meeting and/or bring supplemental materials to the Unit personnel meeting to share with faculty.

*Unit Vote.* Vote totals of all Unit personnel actions will be included in the Unit Recommendation Report and sent to all tenure-track/tenured faculty in the Unit according to the timelines annually issued by the Dean's office. 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 Personnel Chair.

*College Personnel Committee Vote.* The College Personnel Committee reviews all candidate portfolios, Unit Recommendation Reports, and supplemental materials introduced at the Unit personnel meeting and votes by way of recommendation to the Dean. If a candidate does not receive a favorable vote by the College Personnel Committee, the candidate is given an opportunity to personally appear before the committee by way of appeal. 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.

### **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. 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. 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. 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.

<b>Portfolio Section I. General Documents</b>
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*Section I contains the candidate's appointment letter(s), annual activity reports, workload plans, personnel reports and decisions to date, 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.* Include the Faculty Activity Report from initial hire or since the last personnel decision.

*Annual Workload Plans.* Include the Workload Plan from initial hire or since the last personnel decision.

*Written Performance Summary.* Tenure-track faculty include the Written Performance Summaries from initial hire or since the last personnel decision.

*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.

*Professional 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.

*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, unit, college, & university service, 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.

<b>Portfolio Section II. Effective Teaching</b>
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*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).”*

*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.

*Peer Reviews of Teaching.* Faculty seeking reappointment or tenure should complete the process each semester, with at least one on-site observation occurring during the first appointment period. Tenured faculty seeking promotion should complete the process once each year and may or may not include an observation as part of the process.

*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.

*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.

<p><b>Portfolio Section III. Scholarly/Creative Activity</b></p>
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*Section III demonstrates that the candidate “conducts research and disseminates findings to a scholarly audience (Reference Guide).” In this context, research is understood to be that which extends existing knowledge or develops new insights, and is presented for peer evaluation.*

*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. (See Reference Guide/Professional Achievement for description of “refereed research.”)

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 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.

*Publications.* Include copies of all publications cited. Also verify the peer review process by including information provided by the journal or other form of verification. *Ulrich's Periodicals Directory* and *Cabell's Directories of Publishing Opportunities Online* are often used resources to identify whether a journal is refereed or non-refereed.

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 "Additional Resources" at <http://www.gvsu.edu/rcr/>.

- *For 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.

*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. Unit, College, & University 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 and university committees and governance, accreditation activities, curriculum development, student organizations, and other service activities that contribute to the unit 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.

### **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.

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.

### **Personnel Committee Principles and Practices**

Personnel Committee procedures have been developed with these principles in mind:

1. The personnel process is an evolving one. Not only do committee members change on a regular basis, but unit and university guidelines also change. New understandings may replace or expand upon criteria that were applied in past decisions.
2. Candidates standing for personnel actions are encouraged and urged to consult with mentors and colleagues, review current university and unit guidelines closely, and examine past personnel portfolios. However, the responsibility of understanding criteria, demonstrating proficiency, and supplying adequate evidence must rest ultimately with the candidate.
3. The Unit Personnel Committee strives to maintain a transparent process that includes communication with candidates. Representatives of the committee will first meet with the candidate to review the portfolio and ensure an accurate understanding prior to discussion by the full committee. After the committee discussion, but prior to the

faculty vote, representatives will meet again with the candidate to communicate the committee's vote and any concerns.

4. The Unit Personnel Committee's primary interest is in assisting the candidate toward a successful final outcome. The committee may voice concerns and suggestions in order to be able to fully recommend the candidate to unit faculty.
5. Unit Personnel Committee deliberations must be considered confidential; however, summary statements of these deliberations will be presented to unit faculty. Candidates may address concerns at the unit meeting.
6. The College Personnel Committee receives three items: a) the Unit Personnel Committee's summary statements; b) the unit head's summary report of deliberations that took place at the unit faculty meeting; and c) results of the unit faculty vote.
7. In general, College Personnel Committee members' votes reflect their individual judgment, not necessarily the faculty vote.
8. All personnel recommendations are non-binding to the next level.



<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>Effective Teaching</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>

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<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 presentations</p> <p>AND</p> <p>At least two peer-reviewed publications 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