PROPOSED CECI SCHOLARSHIP STANDARDS

Criteria and Definitions	*Evidence for Personnel Portfolio*	For Tenure-Track Contract Renewal	For Tenure	For Promotion to Associate Professor	For Promotion to Professor
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 ~~At least o~~One scholarly activity (see *Proposed CECI List of Scholarly Activities)*	*Fulfills the following requirements:* ~~At least one~~ One scholarly presentation (as defined by the Unit) at an academic or professional conference AND ~~At least one~~ One peer-reviewed journal article or law review AND ~~At least one~~ One scholarly publication (i.e., journal article, scholarly book, scholarly book chapter, law review) AND ~~At least two~~ Two additional scholarly activities (see *Proposed CECI List of Scholarly Activities)*	*Fulfills the tenure requirements plus:* ~~At least one~~ One additional scholarly activity (see *Proposed CECI List of Scholarly Activities)*	*Fulfills the following requirements within the six years immediately preceding application for promotion to full professor:* ~~At least one~~ One scholarly presentation (as defined by the Unit) at an academic or professional conference AND ~~At least two~~ Two peer-reviewed publications, one of which must be a peer-reviewed journal article or law review AND ~~At least one~~ One scholarly publication (i.e., journal article, scholarly book, scholarly book chapter, law review) AND ~~At least two~~ Two scholarly activities (see *Proposed CECI List of Scholarly Activities)*

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 scholarships 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
- 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

PROPOSED CECI TEACHING STANDARDS

Criteria and Definitions	Evidence for Personnel Portfolio (SG 3.01.D)	For Tenure-Track Contract Renewal (SG 3.01.D)	For Tenure (SG 3.01.D)	For Promotion to Associate Professor (SG 3.01.D)	For Promotion to Professor (SG 3.01.D)
Effective Teaching	Representative course syllabi Reflective narrative on teaching Peer reviews 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	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	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	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. A college or unit can be more specific about how much or what type of activity it requires.

4

		actively engaging students in their learning Refines courses using feedback and reflection	actively engaging students in their learning Refines courses using feedback and reflection	actively engaging students in their learning Refines courses using feedback and reflection	

PROPOSED CECI SERVICE STANDARDS

Criteria and Definitions	Evidence for Personnel Portfolio	For Tenure-Track Contract Renewal	For Tenure	For Promotion to Associate Professor	For Promotion to Professor
Unit, College, & University Service *Collaborates in developing, implementing, and evaluating unit, college, and university programs and activities*	*Contributions to the program, unit, college, and/or university that exceed basic expectations, 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	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	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	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*	*Contributions to the profession and community, including evidence of the extent of the contribution*	Contributes professional expertise to community groups, schools, organizations, or agencies OR Contributes professional expertise to learned societies or professional organizations	Contributes professional expertise to community groups, schools, organizations, or agencies OR Contributes professional expertise to learned societies or professional organizations	Contributes professional expertise to community groups, schools, organizations, or agencies AND Contributes professional expertise to learned societies or professional organizations	Contributes professional expertise to community groups, schools, organizations, or agencies AND Contributes professional expertise to learned societies or professional organizations