**COLLEGE OF LIBERAL ARTS & SCIENCES**

 **Standards & Criteria for Personnel Evaluation**

**Approved by CLAS faculty, December 11, 2009**

**Language Adjustment approved by Faculty Council, November 10, 2010**

**Aligned with *Board of Trustees Policies* (formerly *Administrative Manual*) 2017**

**Aligned with *Shared Governance* *Policies* (formerly *Faculty Handbook*) April10, 2019**

**Language Adjustment approved by Faculty Council, January 8, 2020**

**Approved by the Provost, January, 2020**

**Preface**

The College of Liberal Arts and Sciences (CLAS) values a balanced and flexible academic life that includes teaching, scholarship/creative activity, and service. We, the faculty of CLAS, value the connections between these three areas of professional focus, and we believe that active participation in all areas improves a faculty member’s performance in each individual area. The participation of all faculty in teaching, scholarly/creative activities, 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 sustained participation in all three elements must be present over the trajectory of a faculty member’s career in order to achieve tenure and promotion. The College’s criteria for tenure and promotion represent a high professional standard while simultaneously recognizing the need for flexibility.

The CLAS Standards and Criteria were deliberately created to allow flexibility among diverse disciplines.[[1]](#footnote-1)\* Individual units will establish their own specific guidelines for teaching, scholarship/creative activity, and service. ***Units may have additional requirements for tenure and promotion. Candidates must meet the expectations in the CLAS Standards and Criteria (outlined below) as well as the unique standards and criteria established in their unit.*** **The minimum standards established in this document for tenure, and for promotion to Associate Professor, are the same. Unless units have established explicitly different standards for these decisions in their unit documents, decisions regarding tenure and promotion to Associate Professor should align.**

Consideration should be given to the CLAS Standards and Criteria when developing workload plans and assignments and reporting progress in Faculty Activity Reports. Among the university, college, and approved unit criteria, the unit criteria will be used as the primary basis for unit and CLAS Personnel Committee evaluation. We celebrate the many different ways in which an academic career can be successfully constructed.

**1. EFFECTIVE TEACHING**

**University Criteria (*Board of Trustees Policies*:** [**Section 4.2.9.1.A**](https://www.gvsu.edu/policies/policy.htm?policyId=AB5784F4-ECDC-2D65-100EB4DB665FCC68&search=)**)**

**CLAS Standards & Criteria for Evaluation of Teaching:**

Effective teaching is the primary responsibility of faculty members in the College of Liberal Arts and Sciences (CLAS). Faculty in CLAS are expected to invest a great deal of effort into 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 in liberal education.

Effective teaching includes:

* Assigned teaching
	+ Active, vigorous engagement with students in the classroom
	+ Diligent class preparation
	+ Clear communication with students
	+ Dedication to students, including treating students respectfully and being available to them outside of class
	+ Timely, fair and instructive evaluation of student work
* Course content and curricular development
	+ Remaining current in the areas of teaching responsibility
	+ Revising coursework to reflect changes that emerge in one’s teaching areas
	+ Careful course design and clearly articulated goals
	+ Continual course development to enhance learning
	+ Thoughtful and effective development of curriculum
* One on one mentoring or research with students
	+ Active, vigorous engagement with students in other learning environments
* Advising of students
	+ Effective academic and professional advising
* Reflection on teaching
	+ Self-critique and personal pedagogical development

Teaching effectiveness will be documented through multiple means which **must** include student evaluations, self-evaluation, and peer evaluations.

As discussed in the [CLAS Faculty Development Committee Statement on Teaching Evaluations](https://www.gvsu.edu/cms4/asset/4E8175C3-93C6-F094-42B2D3F5513AEA1F/fdc_statement_of_principle_on_teaching_evaluations_updated_april_2008%282%29.pdf) (2008), 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.

Among other things, peer evaluations may consist of peer classroom observations, a written summary of peer classroom observations, written performance summaries from the Faculty Annual Salary Adjustment Program, or the tenure and promotion process itself.

The “Guidelines for Teaching Portfolios” table (page 4) lists the wide range of skills and activities that define good teachers and advisors and provides examples of the types of documentation that may be used to demonstrate teaching effectiveness and excellence. The examples are not an exhaustive list, as faculty can include any additional evidence to support effectiveness or excellence in these categories. Further, their order is not meant to imply any value to a particular example. Candidates need not demonstrate effective and/or excellent teaching in all five categories; but they should strive to demonstrate effective and/or excellent teaching in as many categories as possible. We are looking for continuing growth and development, as a teacher, across a faculty member’s career. CLAS values diverse pedagogical approaches that faculty members employ in and out of the classroom, lab, studio, and all other venues where they provide instruction.

While candidates will often seek tenure and promotion at the same time, these are distinct personnel actions, which will be voted on separately. CLAS has established minimum standards in the area of teaching for tenure as well as for promotion at each level (see below). Units may establish standards for tenure or for promotion which are more discipline specific or more stringent (but not less so). Candidates must also meet the standards established within their units.

**Tenure**: Candidates for tenure at the rank of Assistant or Associate professor must demonstrate consistent teaching effectiveness (see the “Guidelines for Teaching Portfolios” table that follows). Candidates seeking tenure at the rank of Professor must demonstrate consistent teaching excellence, which is marked by leadership in teaching (see the“Guidelines for Teaching Portfolios” table that follows and *Board of Trustees Policies*: [Section4.2.8.3](https://www.gvsu.edu/policies/policy.htm?policyId=AB0B033B-BE9C-9150-9E612F0F6FA07255&search=)).

**For Promotion to Associate Professor:** Candidates for promotion to Associate Professor must demonstrate consistent teaching effectiveness (see the “Guidelines for Teaching Portfolios” table that follows).

**For Promotion to Professor:** Candidates for promotion to Professor must demonstrate consistent teaching excellence, which is marked by leadership in teaching (see the “Guidelines for Teaching Portfolios” table that follows).

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| **GUIDELINES FOR TEACHING PORTFOLIOS** |
| **ASSIGNED TEACHING** | **COURSE CONTENT and CURRICULAR DEVELOPMENT** | **ONE-on-ONE MENTORING or RESEARCH with STUDENTS** | **ADVISING of STUDENTS** | **REFLECTION on TEACHING** |
|  *Effective teachers* use teaching/learning techniques such as lecturing, discussion, problem solving, small group work, student presentations, etc., that promote learning. They ask appropriate questions and inspire students to think about the subject matter in new and intellectually challenging ways. They draw on their knowledge of their subject, their knowledge of their learners, and their general pedagogical knowledge to communicate the concepts of the discipline into terms that are meaningfulto their students. *Excellent teachers* are not only experts in classroom instruction but devote their time and effort into educating themselves and their peers on best practices in teaching both in and out of the classroom.  |  *Effective teachers* create environments and materials that 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.  *Excellent teachers* 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 the course material, and the level of the course. Excellent teachers are viewed by their peers and by junior faculty as leaders in finding and promoting best practices in pedagogy, course logistics, field trips or other extramural activities, and course content. |   *Effective teachers* 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.  *Excellent teachers* encourage deep-learning, rather than surface approaches. Theyare concerned with developing students' critical thinking skills, problem-solving skills, and problem-approach behaviors, and enable students to become independent learners. 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 provide resources conducive to research with students and fostering one-on-one mentoring of students.  |   *Effective advisors* 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 resources and references and has the ability to recognize when and where students need to be directed for the guidance they need. *The excellent advisor* not only connects to good students but is 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. |   Since teachers of all ranks value the student voice, *effective teachers* 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**.**  *Excellent teachers* help lead discussions among junior faculty and their peers for improving teaching practices. They help their peers define the frames into which they can fit their teaching philosophies and practices; and excellent teachers lead activities that will allow their peers to best evaluate and improve their teaching. |
| How achievement may be demonstrated:* Student evaluations
* Peer observation of assigned teaching
* 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 feedback on student work for all levels of student accomplishment
* Demonstrated usage of a wide breadth of learning assessment tools
 | How achievement may be demonstrated:* 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 material, 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.
* Funded external proposals for peer-education, major education program implementation, or major in-service teacher education programs
 | How achievement may be demonstrated:* Leading student projects and mentoring as part of independent study (e.g. Honors senior projects, Student Scholarship Day presentations, S3 presentations, tangible products from mentored McNair Scholars, etc.)
* Well established pattern of published abstracts with students
* Writing, submitting, and resubmitting proposals for funding with student co-authors
* One–on-one mentoring of post-docs and graduate students either at GVSU or another institution
* Taking/sending students to regional, national and/or international meetings.
* Favorable letters of support from former students solicited by the department and sent to the unit head
* Documenting and demonstrating the faculty member’s mentoring component involved in scientific publications with student co-authors.
 | How achievement may be demonstrated:* 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 advising syllabi or advisee guidelines
* Actively working to expand academic and professional contacts for students
* Documented pattern of motivating Grand Valley undergraduates to seek advanced degrees within an individual faculty member’s subdiscipline or with external colleagues outside of one’s subdiscipline through mentorship
* Formal letters of support from alumni
 | How achievement may be demonstrated:* 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
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**2. SCHOLARLY/CREATIVE ACTIVITY**

**University Criteria (*Board of Trustees Policies*:** [**Section 4.2.9.1.B**](https://www.gvsu.edu/policies/policy.htm?policyId=AB5784F4-ECDC-2D65-100EB4DB665FCC68&search=)**)**

**CLAS Standards & Criteria for Evaluation of Scholarly & Creative Activity:**

Effective scholarly or creative activity is an important responsibility of faculty members in CLAS. All CLAS faculty are expected to be engaged in one or more of the four types of scholarship first conceptualized by Boyer (1990): discovery, integration, application, or scholarship of teaching (see *Shared Governance Policies*: [Section 3.01.B.2](https://www.gvsu.edu/policies/policy.htm?policyId=3E8C40FE-93EA-68B8-152BC2EA429CD468&search=) for short explanations of each type). These four types of scholarship will be recognized by all units and equally valued for tenure and promotion decisions. Each outcome from engagement in the types of scholarship above will be separated into one of the three catagories below (*Shared Governance Policies*: [Section 3.01.B.3](https://www.gvsu.edu/policies/policy.htm?policyId=3E8C40FE-93EA-68B8-152BC2EA429CD468&search=)). Examples of each type are in the “Examples of Scholarly/Creative Activity” table; these lists are not meant to be exhaustive. Units can add items as long as they adhere to the category definitions. Teaching and service activities should not be listed as examples of scholarly/creative activities. If a faculty member feels a specific scholarly undertaking should be part of a different category, they must successfully appeal to the Dean in writing prior to the submission of the portfolio. If a unit believes that a specific scholarly activity should be permanently part of a different category, they must successfully appeal to the Dean in writing. This must then be approved by the University Personnel Review Committee.

**Categories for Scholarly/Creative Activity**

1. **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 or is disseminated beyond GVSU, and (2) the product utilizes a process to judge the quality and value of the contribution to the discipline (or sub-discipline); this is generally through the use of peer review, but some disciplines may use other appropriate processes.
2. **Scholarly/Creative 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.

**3) Professional Development:** Scholarly and creative work of the professional development

type are those scholarly and creative activities undertaken by educators to improve their disciplinary knowledge, competence, or skills. (Professional Development is important for the growth and development of faculty, but these activities are not considered adequate outcomes for the purposes of tenure and promotion.)

For tenure and promotion, a faculty member is expected to establish a record of scholarly or creative endeavors at GVSU that are meaningful within the scholar’s discipline. This is evidenced by their scholarly/creative work being: 1) in a publicly accessible format disseminated outside of GVSU and 2) judged for quality and value to the discipline through a standard discipline-specific process (this typically involves peer review of the work by those in the discipline who are outside of GVSU). Units are strongly encouraged to include in their Standards and Criteria an explanation of the appropriate peer review process for their discipline. (Professional Development is important for the growth and development of faculty, but these activities are not considered adequate outcomes for the purposes of tenure and promotion. See list below.)

**Completion of Terminal Degree (*Board of Trustees Policies*:** [**Section 4.2.6**](https://www.gvsu.edu/policies/policy.htm?policyId=868C0E9D-0702-E042-B5F8B5E479C27D27&search=)**):** When a regular faculty member begins employment at Grand Valley State University with the expectation that a terminal degree considered the standard in the faculty member’s discipline is to be completed, the degree must be earned by the deadline designated in their initial contract in order for the contract to be renewed. Any scholarly or creative work generated during the initial contract that was required for degree completion (such as the dissertation) shall not count toward tenure or promotion.

While candidates will often seek tenure and promotion at the same time, these are distinct personnel actions, which will be voted on separately. CLAS has established minimum standards in the area of scholarship/creative activity for tenure as well as for promotion at each level (see below). Units may establish standards for tenure or for promotion which are more discipline specific or more stringent (but not less so). Candidates must also meet the standards established within their units.

**Tenure**: Candidates for tenure at the rank of Assistant or Associate Professor must demonstrate scholary/creative achievements satisfying one of the following:

1. Two contributions from the Advancement of Knowledge/Creative Expression category.

or

1. One contribution from the Advancement of Knowledge/Creative Expression category and three contributions from the Scholarly/Creative Engagement category.

At least one of the scholarly/creative contributions appropriate to the faculty member’s discipline from the Advancement of Knowledge/Creative Expression category must be completed while at Grand Valley State University. The candidate is responsible for documenting those outcomes so colleagues can evaluate their quality and significance to the discipline.

**For Promotion to Associate Professor:** Candidates for promotion to Associate Professor must demonstrate scholarly/creative achievements satisfying one of the following:

1. Two contributions from the Advancement of Knowledge/Creative Expression category.

or

1. One contribution from the Advancement of Knowledge/Creative Expression category and three contributions from the Scholarly/Creative Engagement category.

At least one of the scholarly/creative contributions appropriate to the faculty member’s discipline from the Advancement of Knowledge/Creative Expression category must be completed while at Grand Valley State University. The candidate is responsible for documenting those outcomes so colleagues are able to evaluate their quality and significance to the discipline.

**For Promotion to Professor:** Candidates for promotion to the rank of Professor must demonstrate scholarly/creative activity that meets specific unit standards. Unit standards for promotion to Professor must be more rigorous than the standards required for promotion to Associate Professor. Work used to meet unit standards must include contributions from the most recent six years but may include prior work since promotion to Associate Professor.

**Candidates for tenure at the rank of Professor** must demonstrate scholary/creative activity that meets specific unit standards. Those standards must be more rigorous than are required for tenure at the Associate Professor level. Work used to meet unit standards must include contributions from the most recent six years but may include prior work since promotion to Associate Professor.

**EXAMPLES OF SCHOLARLY/CREATIVE ACTIVITY\***

\* These lists are from [Faculty Responsibilities in the Area of Scholarly/Creative Activity](https://www.gvsu.edu/provost/faculty-responsibilities-in-the-area-of-scholarlycreative-activity-148.htm) on the Office of the Provost website (linked through *Shared Governance Policies*: [Section3.01.B.4](https://www.gvsu.edu/policies/policy.htm?policyId=3E8C40FE-93EA-68B8-152BC2EA429CD468&search=)). This site also includes a list of activities previously identified as scholarship, which now may count in other areas.

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| **ADVANCEMENT OF KNOWLEDGE/CREATIVE EXPRESSION** | **SCHOLARLY/CREATIVE ENGAGEMENT** | **PROFESSIONAL DEVELOPMENT\*\*** |
|  Includes but is not limited to: * Art works placed in a collection
* Artistic performances
* Case publications, if externally peer reviewed
* Conducting a professional ensemble
* Conference presentations (if full proposal is submitted for peer review)
* Conference proceedings papers (if full paper submitted for peer review)
* Directing a professional play or film
* Exhibition of artwork outside of GVSU
* Film screened at a festival
* Open-access scholarly works, if quality has been established through an appropriate  disciplinary process
* Peer-reviewed journal publications
* Preparation of a catalog or materials for an exhibition
* Photography exhibits
* Publishing a translation (if externally peer reviewed)
* Publishing drama, poetry, or fiction
* Recordings
* Scholarly book chapters, if peer reviewed
* Scholarly books (from a reputable publisher as recognized by the discipline)
* Serving as editor of a monograph or journal special edition
* Trade/practitioner publications, if externally peer reviewed
 |  Includes but is 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/text books, if quality has been established through an appropriate disciplinary process
* Textbook support materials
* Case publications, if editorially reviewed
* Development of web-based tools or digital resources
* Invited professional presentation outside GVSU
* Expert testimony
* Conference paper respondent
* Conference proceeding papers (if abstract or summary submitted)
* Published articles in non-academic publications in order to interpret and/or present research outcomes to the general public
* Presented to a governmental body or policy makers
* Wrote policy papers designed to influence organizations or governments
* Conference presentations (if summary or abstract is submitted for review)
* Book/software/website reviews
* Professionally relevant blog with proof of substantial readership
* Authorship of published annotated bibliographies or webliographies
* Paper presentations in academic or professional venues
* Establishing a lab for a research project
* Literature review
* Data collection (including archival research)
* Sharing or publishing data
* Submitting manuscripts for publication
* Revising manuscripts for publication
* Preparing and submitting grant proposals
* Whitepapers or position papers
* Peer-review activities (including scholarly responses to conference papers) (product disseminated to decision-makers, i.e., editors)
 | Includes but is not limited to: * Professional certification/licensure
* CPE for maintenance of certification
* Faculty internship
* Attending academic conferences
* Attending scholarly workshops
* Attending exhibitions in one’s discipline
* Progress towards an academic degree
* Participation in departmental research colloquia or seminars

\*\* As noted on page 5 Professional Development activities are not, by themselves, considered adequate outcomes for the purposes of tenure and promotion.  |

**3. SERVICE**

**University Criteria (*Board of Trustees Policies*:** [**Section 4.2.9.1.C**](https://www.gvsu.edu/policies/policy.htm?policyId=AB5784F4-ECDC-2D65-100EB4DB665FCC68&search=)**)**

**CLAS Standards & Criteria for Evaluation of Service:**

Over the course of their careers, faculty in the College of Liberal Arts and Sciences are expected to become increasingly active and responsible citizens within the institution (unit, college, university), their professional community, and/or the community at large. Service that contributes to a faculty member’s workload must promote the fulfillment of the institutional mission. Service to the discipline and profession advances the profession and enhances the quality of scholarly and professional organizations. Community service involves faculty acting as representatives of the university while using their expertise in local, regional, national, or international communities. CLAS recognizes and celebrates the diverse and creative ways in which our faculty serve and enrich their various communities through service.

Active, responsible citizenship presumes and is demonstrated through:

* Sharing in the collective work of the institution by attending meetings, serving effectively on committees, and assisting with activities that help fulfill the institutional mission at the unit, college, and/or university level. (Participating in typical activities within a faculty member’s unit, such as departmental meetings, reviewing sabbatical proposals or commenting on personnel files, is a basic expectation of all faculty, and is not alone sufficient to achieve tenure or promotion.)
* Participation in events and activities that help create a vibrant university culture and foster an atmosphere of inquiry and learning.
* Service to a faculty member’s discipline and profession that enhances scholarly and professional communities.
* Service to public communities beyond the campus, which utilizes the faculty member’s expertise.

Evidence of effective service may include (also see [Faculty Responsibilities in the Area of Service](https://www.gvsu.edu/provost/faculty-responsibilities-in-the-area-of-service-113.htm) on the Office of the Provost website (linked through *Shared Governance Policies***:** [Section3.01.C.3](https://www.gvsu.edu/policies/policy.htm?policyId=3E8C40FE-93EA-68B8-152BC2EA429CD468&search=))):

* A record of active participation in faculty governance or other elected committees within the institution (unit, college and/or university).
* A record of active participation in volunteer committees, appointed committees, task forces, and duties linked to special assignments within the institution.
* Evidence of assessment, evaluation, and/or extensive development of curriculum.
* Substantiated, active service advising student organizations.
* A record of participation in student-centered events such as student recruitment, scholarship interviews, and student registration.
* Letters of support from relevant colleagues (e.g. committee chairs, committee members, representatives from professional and community groups).
* Contributions of service linked to achieving the goals of the strategic plans within the institution (unit, college and/or university).
* Demonstrated service to professional organizations.
* Giving presentations in the area of expertise to the public.
* Using one’s expertise to offer insight or provide analysis of issues via public, non-academic media.
* Acting as a board member in a community-based organization.
* Tangible contributions to the local, regional, national, and/or global community.

While candidates will often seek tenure and promotion at the same time, these are distinct personnel actions which will be voted on separately. CLAS has established minimum standards in the area of service for tenure as well as for promotion at each level (see below). Units may establish standards for tenure or for promotion which are more discipline specific or more stringent (but not less so). Candidates must also meet the standards established within their units.

**Tenure**: Candidates for tenure at the rank of Assistant or Associate professormust have demonstrated service to the institution at the level of the unit. In addition, the candidate must have demonstrated service to one or more of the following: the institution at the level of the college or university, the discipline and profession, or the community. Candidates seeking tenure at the rank of Professor must demonstrate a sustained record of active and increasingly responsible service. This work should further demonstrate their leadership as well as participation in service within and beyond their unit. Their involvement can be demonstrated by vital and sustained contributions to the institution (unit, college, university), to the discipline and profession, and/or to the community. (see *Board of Trustees Policies*: [Section 4.2.8.3](https://www.gvsu.edu/policies/policy.htm?policyId=AB0B033B-BE9C-9150-9E612F0F6FA07255&search=)).

**For Promotion to Associate Professor:** By the time the candidate is reviewed

for promotion, they must have demonstrated service to the institution at the level of the unit. In addition, the candidate must have demonstrated service to one or more of the following: the institution at the level of the college or university, the discipline and profession, or the community.

**For Promotion to Professor:** By the time the candidate is reviewed for promotion to Professor, they must demonstrate a sustained record of active and increasingly responsible service. This work should further demonstrate their leadership as well as participation in service within and beyond their unit. Their involvement can be demonstrated by vital and sustained contributions to the institution (unit, college, university), to the discipline and profession, and/or to the community.

**4. Early Tenure and/or Promotion**.

**University Criteria (*Board of Trustees Policies*:** [**Section 4.2.8.4**](https://www.gvsu.edu/policies/policy.htm?policyId=AB0B033B-BE9C-9150-9E612F0F6FA07255&search=)**)**

**CLAS Standards for Early Tenure and/or Promotion:**

The decision to apply for early tenure and/or promotion is made on an individual case-by-case basis. It is understood to be a rare occurrence and indicative of faculty who have significantly exceeded expectations in teaching, scholarly/creative activity, and service. The candidate is responsible for providing clear and convincing evidence of having surpassed unit and college expectations in each area.

Faculty who are considering applying early for tenure/promotion are strongly encouraged to meet with their unit head and the CLAS Associate Dean responsible for personnel matters before making their decision.

**5. Contract Renewal**

To have their contract renewed, a faculty member should demonstrate sufficient achievement in teaching, scholarly creative activity, and service, for future tenure to be reasonably considered. Extenuating circumstances to the tenure timeline should be discussed and approved by the Unit Head and the Dean.

**Time Table for Implementing the Standards:**

* Fall 2009 – Standards approved by CLAS referendum.
* Fall 2010 (October 1) – All CLAS Departments must review their personnel documents and revise them if appropriate to fit with CLAS Standards. They must be submitted to the Dean by October 1st.
* Winter 2011 – Begin mentoring according to new unit standards.
* Fall 2011 – Faculty up for review can “opt-in” and use their unit’s new standards for their reviews if they would like to, but the new unit standards are not required.
* Winter 2012 – New unit standards can be applied in personnel reviews of faculty who have “opted-in”, but they are not required.
* Fall 2012 – New unit standards become mandatory for all CLAS faculty.
* Winter 2013 – New unit standards will be applied to all CLAS faculty up for review/promotion.
* Winter 2017 – Standards aligned with *Board of Trustee Policies* (formerly *Administrative Manual*).
* Winter 2019 *-* Standards aligned with *Shared Governance* *Policies* (formerly *Faculty Handbook*)
* Fall 2019 – UPRC/ Associate Provost responses received. CFC review.
* Dec. 30, 2019 – Final Draft presented to Associate Provost.
* **Approved by the Provost, January, 2020**
* Jan. 8, 2020 CFC approved.
* February, 2020, Special Ballot for CLAS faculty vote created
* April, 2020 Special Ballot for CLAS Faculty April 7-April 17, 2020.
1. \* Discipline specific activities and any overlap between the categories of teaching, scholarly/creative activity, and service should be attended to in the unit guidelines, pending approval of the Dean. [↑](#footnote-ref-1)