GRAND VALLEY STATE UNIVERSITY
DEPARTMENT OF MATHEMATICS

Evaluation Standards and Criteria for Personnel and Annual Review[1] (v.4.1)

Standards (v1) approved March 2019; Revisions (v2) approved September 2019; Updated handbook references (v3) in June 2021;
Updated section IV (v4) in November 2022 and in November 2023 (v4.1)

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[1] *Approved by the Department of Mathematics on 4/18/2018 & by the UPRC & Provost in March 2019*
Revisions approved by the Department of Mathematics on 4/17/2019, approved UPRC & Provost September 2019
Minor revisions in May 2021 to update references to university policies (FH, SG, and BOT); approved by Provost June 2021
Revisions to Section IV-only related to annual review –in November 2022(v4); Revisions to Section IV-only related to annual review-November 2023(v4.1)

I. Introduction

The Department of Mathematics strives to create and sustain a thriving departmental culture that values diversity and a balanced and flexible academic life. Our goal is to establish clear departmental expectations that are prescriptive enough to ensure adequate career guidance, fair personnel and annual merit reviews, and departmental excellence while also maintaining enough flexibility to accommodate the individuality and academic freedom of our faculty.

This document defines departmental standards, expectations, and guidelines that will be considered during personnel action reviews (i.e., contract renewals, tenure, promotion) and annual reviews. Faculty members are also expected to adhere to university and college standards and procedures (as specified in the *Regular Faculty Handbook*, Shared Governance (SG) Policies, Board of Trustees (BOT) Policies, and the CLAS Standards and Criteria for Faculty Evaluation document).

> The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching (Regular Faculty) or professional effectiveness (Library Regular Faculty), scholarship and creative activity, and service, as outlined in the Board of Trustees' Policies BOT 4.2.9. (quoted from SG 3.01)

The rest of this document provides further details about faculty responsibilities and expectations and the standards used for evaluating faculty work.

II. Expectations of Faculty Work

A. Overview

All faculty are expected to support and contribute to the mission, vision, and values of the Department of Mathematics, as articulated in the departmental strategic plan. Furthermore, all faculty are encouraged to periodically review the departmental strategic plan and to reflect on the shared values enunciated therein.

According to the *Regular Faculty Handbook* (SG 3.01.A, B, & G), a full-time faculty workload is equivalent to 12 credit hours per semester. Full-time faculty members are normally expected to teach 18 credit hours per academic year with the equivalent of 6 additional credit hours for significant focus as specified in Section IIB below. Faculty may also be eligible for reassigned time that replaces some teaching credit-hour expectations (see *Regular Faculty Handbook* SG 3.03).

Faculty members are expected to engage in effective teaching; advising of students; professional development; scholarly activity, whose outcomes are shared with peers or broader audiences; and effective service as demonstrated by outcomes that enhance and benefit the institution (unit, college, university), the discipline and profession, and the community.

B. Significant Focus

As specified in the *Regular Faculty Handbook*, SG 3.01.G:

> A significant focus is concentrated activity that will, at its conclusion, produce a meaningful, documented outcome in teaching, scholarship, and/or service. It is undertaken in addition to expectations in those three areas. A significant focus can be a one-semester undertaking, or it can take multiple semesters to complete. Each semester, the significant focus shall require approximately the same amount of time as teaching a 3-credit hour or standard course. It shall not have been counted as part of the expected teaching load or have been compensated externally or additionally; exceptions to the compensation exclusion must be approved by the dean of the college. Faculty members should confirm that their choice of significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

Significant focus activities may be in teaching, scholarly activity, service, or a combination thereof. The number of credit hours and expected outcomes of the significant focus must be documented on the faculty member's annual Faculty Activity Plan (FAP), and, in the corresponding annual Faculty Activity Report (FAR), the faculty member must discuss how much of the work anticipated in the FAP was completed and explain any additional/alternative work performed. Each credit hour of significant focus is expected to correspond with approximately 50 hours of work.

In identifying significant focus activities, a faculty member should bear in mind the department, college, and university standards for promotion and tenure. In particular, the choice of significant focus activities does not change promotion and tenure standards. Any faculty member who aspires to ensure promotion to the rank of Associate Professor or promotion to the rank of Professor should select activities that will lead to the kinds of accomplishments that meet the standards (as outlined in Section III of this document) for the corresponding personnel action. In particular, the Department of Mathematics expects all untenured faculty members to typically select scholarly activity as their primary

area of significant focus.

The yearly scholarly activity expectations for a faculty member depend upon the number of credit hours of significant focus in scholarship that the faculty member received for that evaluation year as well as the demonstrated outcomes from any significant focus in scholarship over the past few years. See Sections IV.B of this document for more specific information.

C. Evaluation Criteria

Faculty will be evaluated in the following three areas: teaching, scholarly/creative activity, and service. Each of the criteria listed below must be demonstrated to some degree, but teaching is regarded as the most important (BOT 4.2.9.1). Each faculty member's choice of significant focus (both categories and number of credit hours in each category) as well as rank affect the expectations for the faculty member.

This section outlines the criteria for evaluation. In the process of evaluation, it is each faculty member's responsibility to clearly describe their work and performance in submitted materials.

1. Teaching

The Mathematics Department values a diverse array of teaching activities and pedagogies that result in student learning. Criteria for evaluating teaching may be found in the table, "Table of Teaching Criteria" in the appendix. It is the responsibility of each faculty member to clearly articulate how their teaching activities relate to the five areas and meet the stated criteria. Not all five areas nor all criteria in each area need to be met in documenting effective and excellent teaching, and excellent teaching incorporates effective teaching traits. The CLAS Standards & Criteria for Personnel Evaluation document (Section 1, p. 2) includes examples of how the criteria may be demonstrated.

a) Expectations by Rank

All faculty members should participate in expected teaching activities outlined in the "Table of Teaching Criteria" in the appendix. Assistant Professors should demonstrate many of the qualities of effective teaching, Associate Professors should demonstrate consistent effective teaching and some characteristics of excellent teaching, and Professors should demonstrate teaching excellence marked by leadership as specified in the "Table of Teaching Criteria" in the appendix. Not all five areas nor all criteria in each area need to be met in documenting effective and excellent teaching, but faculty should strive to demonstrate effective and/or excellent teaching in as many categories as possible. Additionally, excellent teaching incorporates effective teaching traits.

b) Teaching Criteria

See the table "Criteria for the Evaluation of Teaching" in the appendix (pages 11 & 12).

2. Scholarly Activity

Within a normal full-time load, all Regular Faculty are expected to engage in scholarship or creative activity that is meaningful within the scholar's discipline. In scholarship and creative activity, Grand Valley State University values and welcomes a variety of forms, including the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (which includes the scholarship of teaching and learning [SoTL] and discipline-based education research). As specified in the *Regular Faculty Handbook* (SG 3.01.E3), GVSU classifies scholarly activity using the following categories:

Advancement of Knowledge: 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, and
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 processes.

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 peer validation or judgment of work. In addition, documented scholarly/creative work-in-progress fits into this category.

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.

All faculty members are expected to engage in scholarly activity whose outcomes are shared with peers or broader audiences, and to clearly describe and appropriately document their work when being evaluated so that colleagues are able to evaluate its quality and significance. This scholarly activity must be sufficient to demonstrate that faculty members remain active, engaged, and up-to-date in their areas of expertise. The department values innovation and quality in scholarship, and embraces diverse paths to professional excellence. Within the Department of Mathematics, this achievement is reflected in a consistent pattern of active, continuing involvement in scholarship relevant to mathematics and/or mathematics education.

a) Peer-Review and Peer-Validation

The Regular Faculty Handbook (SG 3.01.E3), "The goal of scholarly activity is a creative, intellectual contribution to knowledge that is validated by peers and shared with others: in addition to this result, Grand Valley State University also recognizes additional forms of scholarship." For purposes of evaluation and personnel decisions, we define peer review as independent evaluation by an outside expert before dissemination and peer-validation as independent evaluation by an outside expert either before or after dissemination. We wish to emphasize that traditional, peer-reviewed publication of books, articles, and chapters, while certainly an important and easily verifiable kind of professional achievement, is only one form of peer-validated scholarship. Peer validation may take other forms and may occur in various ways.

Examples of Peer-Validation: A faculty member disseminates:

i) An article in a widely-distributed, practitioner-oriented venue that is not peer-reviewed;
ii) Scholarship in a blog with a wide readership; or
iii) An open-source text book or other curricular material that is not peer-reviewed.

If knowledgeable peers with appropriate credentials read a scholarly contribution and attest to its scholarly excellence and impact, then the department may consider the contribution to have been favorably validated by knowledgeable peers, even though the review would necessarily have taken place after dissemination.

Similarly, if a faculty member devotes sustained, scholarly attention to helping a local school create and implement new curricular materials and pedagogical strategies, and if that district's teachers and administrators comment favorably and specifically on the faculty member's scholarly contributions to the district's educational endeavors, the department may consider the faculty member's scholarly contributions to have been validated favorably by knowledgeable peers.

Whether a faculty member engages in traditional, peer-reviewed publication and presentation or in other forms of scholarly activity, it is the responsibility of the faculty member under review to provide evidence both of the scholarly contributions (the observable "outcomes" of the scholarly activity) and of favorable peer validation. It is necessary that peer validation (other than traditional peer-review) be substantive and shared with the department. Department colleagues have the authority and responsibility to determine what constitutes a "peer" and whether a scholarly product has been "peer reviewed" or "peer validated."

b) Expectations by Rank:

Faculty at all ranks are expected to engage in personal professional development and scholarly engagement as specified in Section SG 3.01.E5.IV of the *Regular Faculty Handbook* and in the table "Criteria and Examples for Evaluating Scholarly Activity" in the appendix (p. 11). Additional expectations for scholarly activity depend upon the faculty member's rank and choice of significant focus. See Section IV.D of this document for yearly expectations.

Additionally, for tenure, Assistant Professors and untenured Associate Professors are expected to produce either:

- Two contributions from the Advancement of Knowledge category OR
- One contribution from the Advancement of Knowledge category and three contributions from the Scholarly Engagement category.

For promotion to Professor, Associate Professors are expected to produce, within the previous 6 years or since promotion to Associate Professor (whichever time period is shorter), either:

- Three contributions from the Advancement of Knowledge category OR
- Two contributions from the Advancement of Knowledge category and three contributions from the Scholarly Engagement category.

c) **Scholarly Activity Criteria and Examples**

See the table "Criteria and Examples for the Evaluation of Scholarly Activity" in the appendix (p. 13).

3. **Service**

As in teaching and scholarship, the Mathematics Department joins the College of Liberal Arts and Sciences in celebrating the diverse and creative ways that our faculty demonstrate responsible citizenship through service to the institution (unit, college, university), the discipline/profession, and/or the community. All faculty members are expected to engage in active, effective service appropriate to the needs of the department and the faculty member's rank. In addition, "faculty members are expected to undertake increasingly responsible service work over the course of their university careers. It is also expected that untenured faculty members will concentrate on developing competence in teaching or professional effectiveness and scholarship and that the amount of expected service will be adjusted accordingly" (SG 3.01.F).

If a faculty member chooses significant focus in service, they must also demonstrate outcomes appropriate to the number of credit hours of significant focus in service as outlined in Section II.B of this document.

a) **Expectations by Rank**

Assistant Professors are not expected to participate in service in their first year in the Department of Mathematics at GVSU; in subsequent years, they should contribute effectively to the unit, in ways that allow them the time to become effective teachers and to establish a program of scholarly activity that will result in the scholarly activity contributions required for tenure and promotion to the rank of Associate Professor. Associate Professors should contribute effectively to the unit and to at least one of the following: the institution at the college or university level, the discipline/profession, or the community; they should also seek out opportunities to demonstrate leadership in service. Professors should demonstrate a sustained record of active, effective service of increasing responsibility to the institution (unit, college, and/or university) and to the discipline/profession or the community, including leadership contributions in one or more areas as outlined in the table "Criteria and Examples for the Evaluation of Service" in the appendix.

b) **Service Criteria and Examples**

See the table "Criteria and Examples for the Evaluation of Service" in the appendix (page 14).

III. Requirements for Contract Renewal, Tenure, and Promotion

A. **Burden of Proof**

For the personnel actions listed below, 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 (BOT, Section 4.2.9.1).

The following general guidelines apply to all personnel actions:

B. **Years Brought in Toward Tenure**

According to the Board of Trustees Policies (BOT, Section 4.2.7):

Allowance may be given for up to three (3) full-time equivalent years of service of an academic nature in other institutions of higher learning at the rank of Assistant Professor or higher, service as a Librarian or full-time service as a visiting faculty member at the rank of Assistant Professor or higher at Grand Valley State University.

The exact number of years equated toward the probationary period will be stipulated in writing as a part of the appointment process. Years granted for prior service count towards promotion eligibility. Years granted for prior service affect sabbatical eligibility as described in Section 4.2.25.

Faculty members who bring in years toward tenure must demonstrate, while at GVSU, the teaching criteria for their rank, as specified in the sections below. For contract renewal and tenure, their scholarly accomplishments from the years brought in toward tenure can be used to demonstrate appropriate criteria have been satisfied. For tenure, however, at least one of the candidate's scholarly contributions in the Advancement of Knowledge category must be completed while at GVSU. Similarly, faculty members' service contributions to the discipline/profession and community from the years brought in toward tenure will be counted in evaluating them for personnel decisions; however, while at GVSU, faculty members must make the required service contributions to the institution for their rank, as described in the sections below.

C. Contract Renewal

For contract renewal, the level to which the criteria must be met depends on the number of years remaining until the tenure decision.

D. Tenure

For Assistant Professors, the criteria for tenure and for promotion to the rank of Associate Professor are ordinarily the same. To earn tenure, candidates at the rank of Associate Professor or Professor must meet the criteria for their current rank.[2]. All decisions regarding the granting of tenure will necessarily entail judgments about both the present level of a faculty member's accomplishment and performance and the prospect of its continuation in the future (BOT, Section 4.2.8.3).

E. Promotion

For promotion, the individual should demonstrate the criteria to be promoted to that rank (as specified in the table in Section III.F below and articulated in Sections II.C.1-3 above).

- **To Associate Professor**: Ordinarily, at least five full time equivalent years at the rank of Assistant Professor must be completed before an Assistant Professor may be considered for promotion to Associate Professor. The five-year requirement includes any allowance for prior service (BOT, Section 4.2.5.1).

- **To Professor**: Ordinarily, at least six full time equivalent years at the rank of Associate Professor must be completed before an Associate Professor may submit materials for review to be considered for promotion to Professor. The six-year requirement includes any allowance for prior service. Seniority alone shall not be sufficient for promotion (BOT, Section 4.2.5.1).

F. Early Tenure and/or Promotion

To be awarded early tenure and/or promotion, faculty members must demonstrate that they have exceeded the expectations in all three areas of evaluation (see BOT, Section 4.2.9.1), as defined by unit and college criteria (BOT, Section 4.2.8.4).

G. Table of Criteria

Specific criteria that must be met in each area of evaluation for all personnel decisions (contract renewal, tenure and promotion to the rank of Associate Professor, and promotion to the rank of Professor) are shown in the table on the next page.

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[2] According to the BOT policies (Section 4.2.8.3) & the CLAS Standards, a candidate at the rank of Associate Professor must meet the standards and criteria for that rank (as specified in Section 4.2.5.1) and a candidate at the rank of full Professor must meet the standards and criteria for that rank (as specified in Section 4.2.5.1) to be awarded tenure. According to Section 4.2.9.1, unit standards and criteria may be more specific than College standards and criteria (which may be more specific than University standards and criteria), but may not contradict or conflict with them or the University standards and criteria.

Specific Criteria that must be met in each area of evaluation			
	Contract Renewal	Tenure* and Promotion to Associate Professor	Promotion to Professor
Teaching	The candidate's portfolio will provide specific evidence of a coherent scholarly activity agenda and progress toward achieving the criteria for promotion and/or tenure in all three areas. (SG 3.01E5.I & CLAS Standards)	Both tenure and promotion to Associate Professor require consistent effectiveness in teaching. (BOT 4.2.8.3, BOT 4.2.5.1, SG 3.01.A, C, & CLAS Standards)	Promotion to Professor requires consistent excellence in teaching^ marked by leadership. (BOT 4.2.5.1 & CLAS Standards & SG3.01.D)
		Effective teaching and teaching excellence must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations (SG 3.01.A).	
Scholarly Activity		Both tenure and promotion to Associate Professor require: ● Two contributions from the Advancement of Knowledge category OR one contribution from the Advancement of Knowledge category and three contributions from the Scholarly Engagement category, all appropriate to the faculty member's discipline, ● Professional recognition through scholarship, and ● Evidence of professional development. (BOT 4.2.8.3, BOT 4.2.5.1, SG 3.01.E5.II, & CLAS Standards)	Promotion to Professor requires: ● Acknowledged professional recognition through scholarship, ● A consistent record of contributions to their discipline including continued engagement in scholarship after achieving the rank of Associate Professor, ● Three contributions from the Advancement of Knowledge category OR two contributions from the Advancement of Knowledge category and three contributions from the Scholarly Engagement category, all appropriate to the faculty member's discipline, and ● Continued professional development. (BOT 4.2.5.1, SG 3.01.E5.III, CLAS Standards, & Section IIC.2.b of this document)
Service		Both tenure and promotion to Associate Professor require service to the unit and to at least one of the following: the institution at the college or university level, the discipline/profession, or the community. (BOT 4.2.8.3, BOT 4.2.5.1, SG 3.01.F, & CLAS Standards)	Promotion to Professor requires: ● A sustained record of active and increasingly responsible service, ● Leadership, and ● Vital and sustained contributions to the institution, and to the discipline/profession or the community. (BOT 4.2.5.1, SG 3.01.F, & CLAS Standards)

* For Assistant Professors, the criteria for tenure and for promotion to the rank of Associate Professor are ordinarily the same. To earn tenure, candidates at the rank of Associate Professor or Professor must meet the criteria for their current rank.

^ For promotion to full professor, a faculty member must consistently demonstrate at least effective teaching on annual reviews. In addition, faculty member must have engaged in several meritorious activities and accomplishments beyond normal teaching duties and performance during the previous six years. (SG 3.01.D)

IV. Annual Evaluation (Merit Review) Criteria

A. Performance Ratings

Each faculty member will receive one of the overall ratings of: Less than Satisfactory, Satisfactory, or Exemplary in their Written Performance Summary.

Less than Satisfactory: Faculty who fail to meet several expectations for their rank and significant focus, as outlined in sections IV B-E should be rated Less than Satisfactory. Also, faculty who have accomplished the minimum expectations, but whose quality of work is considered inadequate based on the standards of their current faculty rank should be rated Less than Satisfactory.

Satisfactory: Faculty who meet most of the expectations for their rank and significant focus, as outlined in sections IV B-E, should be rated Satisfactory. In addition, faculty who meet the expectations for their rank in the area of teaching, scholarship, and service, but whose quality/quantity of work related to significant focus or reassigned time does not meet expectations will also be rated Satisfactory.

Satsifactory High: Faculty who meet all of the expectations for their rank and significant focus, as outlined in sections IV B-E, should be rated Satisfactory High. Faculty with this ranking may also have distinguished contributions in one of the three areas (teaching, scholarly activity, or service).

Exemplary: Faculty whose work meets the expectations for their rank and significant focus, as outlined in sections IV B-E, and whose work in at least one of the three areas (teaching, scholarly activity, or service) is distinguished in quality or quantity of tangible accomplishment(s) or by recognition external to the department will be considered for an Exemplary rating**.** Significant focus and reassigned time awarded for an activity will be considered in determining if the activity is exemplary.

There is a limit to the number of Exemplary ratings that may be awarded in a given year. This means it may be possible to demonstrate exemplary achievement in one area but not receive an overall Exemplary rating. If the total number of faculty with exemplary achievements exceeds 40-45% of faculty, a comparative analysis among these faculty will be used to determine which faculty receive an Exemplary rating in a given review year. Faculty may need to demonstrate multiple exemplary criteria in order to receive an overall Exemplary rating. Faculty are expected to make a case in their annual review materials if they want to be considered for an Exemplary rating. Examples of exemplary activities in each of the three areas of evaluation are provided in the table in Section V below.

Note: For each area of evaluation (teaching, scholarly activity, and service), each faculty member will receive a rating of Meets Expectations, Partially Meets Expectations, or Does Not Meet Expectations. A rating of Meets Expectations indicates that the criteria for that area and the faculty member's rank and significant focus have been met. A rating of Partially Meets Expectations or Does Not Meet Expectations indicates that the criteria for that area and the faculty member's rank and significant focus have not been fully demonstrated.

B. Burden of Responsibility

Areas of Evaluation: Faculty will be evaluated in the following three areas: teaching, scholarly/creative activity, and service. Each of the criteria listed below must be demonstrated to some degree, but teaching is regarded as the most important ([BOT 4.2.9.1](#) and [SG 3.01.A](#)). It is the responsibility of the faculty member to present evidence, in the FAR and other required/optional materials, of ways they have met the expectations of each area of evaluation and, when applicable, of exemplary work.

Significant Focus: It is the responsibility of the faculty member to document activities equivalent to the credit hours in each area of their significant focus. See Section II.B for information about evaluating significant focus, and, as explained there, each credit hour of significant focus should correspond to approximately 50 hours of work.

C. Teaching

For merit review, all faculty members should participate in expected teaching activities outlined in the "Table of Teaching Criteria" in the appendix. Assistant Professors should demonstrate many of the qualities of effective teaching, Associate Professors should demonstrate effective teaching and at least one characteristic of excellent teaching, and Professors should demonstrate effective teaching and several aspects of teaching excellence as specified in the "Table of Teaching Criteria" in the appendix. Not all five areas nor all criteria in each area need to be met in documenting effective and excellent teaching, and excellent teaching incorporates effective teaching traits.

D. Scholarly Activity

For merit review, as specified in the *Regular Faculty Handbook*, Section SG 3.01.E5.IV "Ongoing scholarly/creative activity includes professional development and scholarly engagement; these constitute the minimum foundation of scholarly endeavor and are expected components of everyone's annual workload." See the corresponding columns in the table "Criteria for Evaluating Scholarly Activity" in the appendix. Additionally, Assistant Professors and untenured Associate Professors should articulate well-defined focused goals for scholarly activity that demonstrate progress toward the scholarly/creative activity requirements for tenure (as specified in the table in Section IIIG).

For every accumulated 18 credit hours of significant focus in scholarship, Associate Professors and Professors should minimally

- Provide evidence of one contribution in the Advancement of Knowledge category (as specified in the "Table of Criteria for Evaluating Scholarly Activity" in the appendix) OR

- Provide evidence of peer-validated outcomes from the Scholarly Engagement category (as specified in the "Table of Criteria for Evaluating Scholarly Activity" in the appendix) that are significantly above expectations in quality and/or quantity.

E. Service

For merit review, all faculty should engage in active, effective service appropriate to the needs of the department and the faculty member's rank. Assistant Professors, after their first year at GVSU, should demonstrate effective contributions to the unit as specified in the table "Criteria and Examples for the Evaluation of Service" in the appendix. Associate Professors should demonstrate effective service to the unit and to at least one of the following: the institution at the college or university level, the discipline/profession, or the community as outlined in the table "Criteria and Examples for the Evaluation of Service" in the appendix. Professors should demonstrate effective contributions to the institution (unit, college, and/or university) and to the discipline/profession or the community as outlined in the table "Criteria and Examples for the Evaluation of Service" in the appendix.

F. Exemplary Activity Examples in Each Area of Evaluation

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Examples of Exemplary Practices✦

- *Exemplary practices are not limited to the list below*
- ***Exemplary practices should go above and beyond significant focus or reassigned time granted for an activity.***
- *Quality, quantity, and amount of effort are part of the consideration.*
- *It is the responsibility of the candidate to provide evidence of exemplary work and make a case for an Exemplary rating during the annual review process*

Teaching	Scholarly Activity	Service*
Assigned Teaching ● Receiving an award or recognition for teaching excellence. ● Significant innovation in teaching or investment in developing new pedagogical skills. **Course Content and Curricular Development** ● Developing a new course or program. ● Substantial curriculum development. ● External recognition of developed curriculum or high-impact learning experiences. **One-on-one Mentoring** ● Recognition, beyond the department, of superior mentoring of undergraduate researchers. **Advising** ● Receiving an award or recognition for excellence in advising. **Reflection** ● Leadership in FTLC programs.	● Receiving an award or recognition for scholarly excellence. ● Publishing an open-source textbook that is validated externally. ● Publishing a book through an established publisher (not self-published). ● Publishing work in a peer-reviewed venue that goes above and beyond expectations for significant focus and rank** ● External recognition of a published article/chapter through republication or other means. ● The awarding of an externally peer-reviewed competitive grant (not for conference attendance).♦ ● Receiving excellent ratings on a highly-competitive externally peer-reviewed grant application.	● Receiving an award or recognition for service excellence. ● Chair or leadership position in a significant professional or community organization/ board/committee.♦ ● Appointment as the chair of a task force or committee that produces an exemplary product that positively impacts the department or university. ♦ ● Success in organizing a conference. ● Highly significant community or K-12 outreach.
● Giving a plenary talk about a teaching innovation or scholarly results at a major national/international conference.		

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✦   The MRC will make the final decision about whether or not an activity qualifies as exemplary. If the candidate seeks an exemplary rating for work connected to significant focus or reassigned time, the work must go above and beyond significant focus or reassigned time granted for the activity.

*   Expectations for exemplary increase with rank

** Publications are counted in the year when they are accepted for publication and are considered exemplary only when they go above and beyond expectations for fulfilling significant focus plans.

♦   These activities will only result in an exemplary rating in the first year unless there are exemplary new products or outcomes that warrant a continued exemplary rating..

V. Appendix

The following tables are provided in this section: Criteria for the Evaluation of Teaching, Criteria and Examples for the Evaluation of Scholarly Activity, and Criteria and Examples for the Evaluation of Service

Criteria for the Evaluation of Teaching

Teaching Components	Teaching Responsibilities Expected of All Faculty	Effective Teaching	Excellence in Teaching (includes effective teaching, and, in addition to characteristics listed in this column, excellence may also be demonstrated by evidence of a deeper scope of characteristics identified as "effective")
Assigned Teaching	• Satisfy the selected Teaching Requirements specified in Section SG 3.04 of the Faculty Handbook. • Maintain professionalism in relationships with students as specified in Section SG 3.05.D of the Faculty Handbook. • Flexibility in teaching schedules to satisfy departmental needs, and willingness to adjust teaching schedules due to unforeseen circumstances.	• Use teaching/learning techniques such as lecturing, discussion, problem solving, small group work, student presentations, etc., that promote learning. • Utilize appropriate questioning techniques. • Inspire students to think about the subject matter in new and intellectually challenging ways. • 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 meaningful to their students. • 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. • Knowledgeable in the field of their assigned teaching. BOT 4.2.9.1A • Establish and maintain high academic standards. SG 3.01.C5 • Use appropriate pedagogies and relevant assessments of student learning. BOT 4.2.9.1A • Challenge and engage students. BOT 4.2.9.1A • Exhibit effective communication and human relations skills. BOT 4.2.9.1A	• Expertise in classroom instruction. • Devotion of time and effort into educating themselves and their peers on best practices in teaching both in and out of the classroom. • Facilitate high-impact learning experiences for students (e.g., community-based learning, undergraduate research, supervising independent studies/honors theses). • Encourage deep learning, rather than surface approaches. • Develop students' critical thinking skills, problem-solving skills, and problem-approach behaviors. • Enable students to become independent learners.
Course Content and Curricular Development	• Contribute to revising or developing curricula in their area of expertise as needed by the unit.	• Recognize when to lead pedagogical activities in the classroom and when to allow room for the students to think and perform independently. • Create environments and materials which interest students and make them active participants in their own learning. • Remain current in the areas of teaching responsibility. • Revise 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. • Address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. BOT 4.2.9.1A	• Demonstrate an ability to transform and extend their students' knowledge. • 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. • 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. • Play a leadership role in revising or developing curricula as needed by their unit. SG 3.01.D's cited examples • Create high-impact learning experiences for students (e.g., community-based learning, undergraduate research, supervising independent studies/honors theses).

Blue, CLAS Standards & Criteria for Personnel Evaluation, Guidelines for Teaching Portfolio, p. 4
Green, CLAS Standards & Criteria for Personnel Evaluation, Effective Teaching, p.2
Black, Dept. of Mathematics added characteristics
Orange, Regular Faculty Handbook--BOT or SG

	Teaching Responsibilities Expected of All Faculty	Effective Teaching	Excellence in Teaching (includes effective teaching, and, in addition to characteristics listed in this column, excellence may also be demonstrated by evidence of a deeper scope of characteristics identified as "effective")
One on One Mentoring or Research with Students		• Stimulate intellectual curiosity by the strength of their own intellects, by praise, and by suggestion. • Clearly convey elegance of thought as a top priority of learning. • Reward students meaningfully for outstanding work and know how and when to do it. • Active, vigorous engagement with students in other learning environments	• Encourage deep learning, rather than surface approaches. • Develop students' critical thinking skills, problem-solving skills, and problem-approach behaviors. • Enable students to become independent learners. • Reward students meaningfully for outstanding work and know how and when to do it. • Advise peers and junior colleagues about resources and best practices available to them for mentoring students. • Show leadership by creating environments and working to make available resources conducive to research with students and fostering one-on-one mentoring of students.
Advising of Students		• Leave something of themselves with their students. • Demonstrate to students the importance of life-long learning. • Serve as an important role model. • Make the time and have the flexibility to make each student feel that their individual learning experience is the top priority for the advisor. • Continually learn about university resources and references. • Recognize when and where students need to be directed for the guidance they need. • Effective academic and professional advising. • Support students' academic and professional growth. BOT 4.2.9.1A	• Connect not only to good students but effectively reach out to students who have more challenges. • Help junior faculty develop their advising through leadership and mentorship.
Reflection on Teaching	• Update teaching in response to student feedback, other formative and summative feedback, and professional development activities related to teaching.	• Develop feedback mechanisms that monitor the effectiveness of teaching. • Demonstrate the ability and confidence to adjust teaching styles to achieve more productive learning experiences for students. • Practice self-critique and personal pedagogical development	• Help lead discussions among junior faculty and their peers for improving teaching practices. • Help peers define frames into which they can fit their teaching philosophies and practices. • Lead activities that will allow their peers to best evaluate and improve their teaching.

Blue, CLAS Standards & Criteria for Personnel Evaluation, Guidelines for Teaching Portfolio, p. 4
Green, CLAS Standards & Criteria for Personnel Evaluation, Effective Teaching, p.2
Black, Dept. of Mathematics added characteristics
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Criteria and Examples for the Evaluation of Scholarly Activity

	Professional Development (Expected of All Faculty)*	Scholarly Engagement	Advancement of Knowledge
Criteria	● Participation in scholarly and creative activities to improve disciplinary knowledge, competence, or skills. SG 3.01.E3.III	● 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. SG 3.01.E3.II ● Products typically utilize less stringent public/private validation or judgment of work. SG 3.01.E3.II ● Documented scholarly/creative work in progress. SG 3.01.E3.II	● SG 3.01.E3.I 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, and 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 **Not an Exhaustive List**	● Professional certification/licensure ● CPE for maintenance of certification ● Faculty internship ● Attending academic conferences ● Attending scholarly workshops ● Progress towards an academic degree ● Participation in departmental research colloquia or seminars	● Awarded grant proposals ● 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 of GVSU ● Expert testimony ● Conference paper respondent ● Conference presentations (if summary or abstract submitted for review) ● Conference proceeding papers (if abstract or summary submitted) ● Published articles in non-academic publications (newspapers, magazines, etc.) in order to interpret and/or present research outcomes to the general public ● Presentation to a governmental body or policy makers ● Writing policy papers designed to influence organizations or governments ● 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)	● 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) ● Serving as editor of a monograph or journal special edition ● Trade/practitioner publications, if externally peer reviewed

* 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 CLAS Standards, p. 5)
Blue, examples drawn from the Faculty Responsibilities in the Area of Scholarly/Creative Activity referenced in SG 3.01.E4.
Orange, SG 3.01.E3

Criteria and Examples for the Evaluation of Service

	Service Responsibilities Expected of All Faculty[1]	Other Service Activities (The candidate may make a case that any of these activities involve leadership)	Service Leadership Activities (This list is not exhaustive)
Sharing in the collective work of the Institution	• Attend department meetings. SG 3.01.F • Participate in the search process for hiring new faculty. • Review sabbatical proposals. (also in SG 3.01.F) • Assist with activities that help fulfill the institutional mission (unit, college, and university). • Serve effectively on committees. • Comment on personnel files, and otherwise participate in unit personnel decisions. • Attend college meetings. SG 3.01.F	• Active participation in faculty governance or other elected committees within the institution (unit, college, and/or university). • Active participation in volunteer committees, appointed committees, task forces, and duties linked to special assignments within the institution. • Contributions of service linked to achieving the goals of strategic plans within the institution (unit, college, and/or university). • Advising a student group. • Chairing a task force. • Serving as a contact for potential transfer students. • Serving on a search committee at the unit, college, or university level. • Participating on hearing panels for Inclusion and Equity investigations. • Serving in an elected role in the CLAS Faculty Council, or UAS. • Serving as a course coordinator. • Participating in the assessment process for a general education course. • Writing a general education course assessment report. • Writing letters of support for students applying for scholarships. • Writing student recommendations for awards, graduate school, etc.	• Serving as Unit Head. • Serving as Assistant Chair. • Chairing a major college or university committee. • Chairing a search committee at the unit, college, or university level. • Writing a successful grant proposal that helps achieve strategic goal initiatives (unit/college/university).
Participation in events and activities that help create a vibrant university culture and foster an atmosphere of inquiry and learning		• Substantiated, active service advising student organizations. • Participation in student-centered events such as student recruitment, scholarship interviews, and student registration. • Curriculum development, assessment, and/or evaluation activities. • Implement curricula for a faculty member's own or another unit/college. • Serving as a special advisor for first generation students from low-income families, students of minority populations, international students. • Serving current or prospective students or alumni. SG 3.01.F.1 • Volunteering for unit, college, or university recruiting efforts. • Volunteering for unit, college, or university special event. • Becoming and acting as an inclusion advocate. • Mentoring students. • Mentoring new faculty. • Supervising internships. • Preparing unit, college, or university-level grant proposals. • Participating in alumni meetings. • Attending the departmental Student Awards banquet. • Nominating students for departmental awards.	• Chairing a professional conference, workshop, or lecture series to be held at GVSU. • Play a leadership role in extensive curriculum design or development for a faculty member's own or another unit/college. • Leadership in assessment or accreditation effort. • Leading alumni meetings. • Helping bring new campus or university initiatives to fruition. • Acting as a resource for other faculty related to new initiatives or the use of new technology introduced in the university. • Representing the university on public media.

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[1] Normal departmental activities (e.g., attendance at department or college meetings, reviewing sabbatical proposals, commenting on personnel files, etc.) are a basic expectation of all faculty members. These activities are not sufficient to be considered satisfactory performance in the area of service. (SG 3.01.F)

Green, CLAS Standards & Criteria for Personnel Evaluation, Service, p. 8
Black, Department of Mathematics added characteristics
Orange, SG Policies
Blue, examples drawn from the Faculty Responsibilities in the Area of Service referenced in SG 3.01.F

	Service Responsibilities Expected of All Faculty[2]	Other Service Activities (The candidate may make a case that any of these activities involve leadership)	Service Leadership Activities (This list is not exhaustive)
Service to a faculty member's discipline and profession that enhances scholarly and professional communities	• Membership in appropriate professional organizations.	• Demonstrated service to professional organizations. • Organizing a contributed paper session at a professional conference. • Serving on a professional organization committee. • Advance the profession. SG 3.01.F.2 • Enhance the quality of scholarly and professional organizations. SG 3.01.F.2 • Conference reviewer or editor. • Peer reviewing for a journal. • Peer reviewing for other than a journal. • Contributing time and expertise to a professional society or organization. • Refereeing or reviewing disciplinary/professional grant proposals for funding organizations.	• Serving on an important professional committee. • Chairing a professional committee. • Chairing a professional conference. • Serving as an organizer or leader of professional workshops, panels, or meetings. • Holding official leadership roles in professional or scholarly organizations. • Serving as an editor of a scholarly journal
Service to public communities beyond the campus that employ the faculty member's expertise	• Act as a responsible representative of the university. SG 3.01.F	• Giving presentations in the area of expertise to the public. • Acting as a board member in a community-based organization. • Tangible contributions to the local, regional, national, and/or global community. • Volunteering in K-12 schools. • Conducting professional development for teachers. • Use professional expertise to contribute to the public's knowledge and welfare. SG 3.01.F.3 • Engaging in community outreach or community engagement efforts/projects. • Participating in public service or community development activities. • Acting as a board member in a community-based, corporate, or governmental organization. • Consulting activities with private and public organizations. • Volunteering services as a consultant on community projects when representing the university. • Contributing time and expertise to a community organization. • Giving presentations in the area of expertise to the public. • Volunteer for Science Olympiad or similar event. • Faculty participation in a study abroad program.	• Serving in a leadership role in a community-based, corporate, or governmental organization. • Using one's expertise to offer insight or provide analysis of issues via public, non-academic media. • Organize and lead an event for Science Olympiad or similar event. • Play a leadership role in establishing a new community-based course. • Establish a new study abroad program.

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[2] Normal departmental activities (e.g., attendance at department or college meetings, reviewing sabbatical proposals, commenting on personnel files, etc.) are a basic expectation of all faculty members. These activities are not sufficient to be considered satisfactory performance in the area of service.

Green, CLAS Standards & Criteria for Personnel Evaluation, Service, p. 8
Black, Department of Mathematics added characteristics
Orange, SG Policies
Blue, examples drawn from the Faculty Responsibilities in the Area of Service referenced in SG 3.01.F