

BROOKS COLLEGE OF INTERDISCIPLINARY STUDIES

Standards and Criteria for Personnel Evaluation

PREFACE

Brooks College of Interdisciplinary Studies values interdisciplinarity, integration, and innovation in teaching, scholarship/creative activity, and service. We respect the multiple ways in which faculty demonstrate their commitment to these values, including collaborations among scholars, among faculty members, and with students.

Brooks College faculty recognize the ways in which the central components of faculty life—teaching, scholarships/creative activity, and service—are connected and we expect that faculty will actively participate in all three areas. At the same time, we realize that, at any given time over the course of an entire career, a faculty member may be focused more heavily on one component.

These College guidelines are created to allow flexibility at the unit level, keeping in mind that the Administrative Manual requires that “each unit establish its own standards and criteria for evaluation at each rank and tenure” [Administrative Manual, Sect. 2.9]. Unit standards and criteria must be in accordance with Brooks College Standards and Criteria, with GVSU’s Administrative Manual, and with their disciplinary/professional standards. Individual units within the College may develop additional requirements for teaching, scholarship/creative activity, and service. Unit level guidelines will be used for unit and College Personnel Committee review.

Unless otherwise explicitly stated by the unit, the exceptions for tenure and the expectations for promotion to Associate Professor are the same; i.e., a faculty member who meets the requirements for tenure shall also be promoted to Associate Professor.

For faculty hired at the Associate Professor rank the timeline for obtaining tenure will be specified in the appointment letter, if applicable. Faculty hired at the rank of Associate Professor without tenure will be required to meet the expectations for tenure specified in this document for each of the areas of teaching, scholarly and creative activity, and service.

It is the responsibility of the faculty member under review to provide a clear discussion, supported with evidence, of how they meet the Standards and Criteria for renewal, tenure, and/or promotion.

According to the Administrative Manual, Sect. 2.10.5 (Unit Notification and Candidate Materials):

The candidate shall prepare materials containing relevant information for the action under consideration for review by the unit regular faculty. This information includes, but is not limited to, the following:

- A) A current vita of the candidate.**
- B) A personal statement that contains a self-assessment of the candidate's performance as a unit regular faculty member at the university in each of the evaluation criteria.**
- C) Examples of the relevant work of the candidate that supports B).**
- D) Materials submitted for probationary faculty review shall include copies of the annual FARs and the written performance summaries.**

Additional requirements for what candidates must include in their dossiers are set out in the Faculty Handbook and in the evaluation criteria that follow.

EFFECTIVE TEACHING

University Criteria (Administrative Manual, Chap. 4, Sect. 2):

Effective teaching facilitates student learning and includes, but is not limited to, knowledge of the field taught, classroom and mentoring performance, and communication and human relations skills. Faculty members teach effectively by challenging and engaging students, by supporting their academic and professional growth, and by establishing and maintaining high academic standards. They address in their course relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies and relevant assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) students evaluations.

Brooks College Standards and Criteria for Effective Teaching

Effective teaching is the core responsibility in Brooks College. As such, faculty in Brooks College demonstrate high-caliber teaching that fosters integrative and interdisciplinary learning. While particular expressions of teaching vary, and professors may demonstrate their pedagogical skills in a variety of ways, all faculty engage in continual scholarly and pedagogical growth, articulate clear learning goals for their courses, structure learning environments to promote engaged learning and integration of content, and develop respectful and productive faculty-student relationships.

In order for their teaching effectiveness to be evaluated, candidates **must** submit:

- (a) As part of their personal assessment, a reflection on their teaching effectiveness that integrates the candidate's teaching goals and accomplishments and provides evidence of how interdisciplinarity is woven into course work.
- (b) Peer reviews of their teaching. Individual Units will define the minimum requirements for peer reviews.
- (c) Syllabi from all courses taught in the period under review. Only one syllabus per discrete course may be submitted, not multiple copies of a syllabi used in different sections or

semesters; however, any significant changes to multiple-year syllabi should be documented.

- (d) Selected course/curricular materials and other items deemed relevant by the candidate in support of effective teaching.

After the candidate submits their portfolio to their unit, the unit head will add student evaluations from every section of all courses taught in the period under review.

Brooks College faculty recognize that 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.

At each of their following reviews, faculty are expected to demonstrate continual growth in teaching.

Expectations for Contract Renewal

Faculty being considered for contract renewal are expected to show evidence of progress and activity that indicates a trajectory toward being a consistently effective teacher. Faculty should strive to demonstrate effective teaching in as many of the following categories as possible: classroom instruction, course content and curricular revision or development, one-on-one mentoring or research with students, and advising of students. In Brooks College, it is also expected that they begin to incorporate aspects of integrative and/or interdisciplinary pedagogy into their courses.

Expectations for Tenure and Promotion

To be awarded tenure, the candidate must have a documented record of consistent teaching effectiveness... [Administrative Manual Section 2.8]

“To be promoted to Associate, an Assistant Professor must display consistent teaching effectiveness.” [Administrative Manual Section 2.5]

Faculty being considered for tenure and promotion must demonstrate consistent effectiveness in teaching, in most, if not all of these areas: classroom instruction, course content and curricular revision or development, one-on-one mentoring or research with students, advising of students and reflection on teaching. Brooks College faculty are also expected to demonstrate integrative and/or interdisciplinary work within their teaching.

Expectations for Promotion to Professor

For promotion to Professor, “an Associate Professor must display consistent excellence in teaching.” [Administrative Manual Section 2.5]

Faculty being considered for promotion to Professor must demonstrate consistent excellence in teaching, in most, if not all of these areas: classroom instruction, course content and curricular revision or development, one-on-one mentoring or research with students, advising of students and reflection on teaching. Senior faculty must demonstrate integrative and/or interdisciplinary

work within their teaching and are expected to display leadership in their teaching duties as well as in other areas of performance.

Expectations for Early Tenure and/or Promotion

A faculty member may request, in writing to the Dean, that he/she be considered by his/her unit for early tenure and/or promotion (see Section 2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that he/she has exceeded the expectations in all three areas of evaluation (see Section 2.9.1), as defined by unit and college criteria.

[Administrative Manual Section 2.8.4]

SCHOLARLY/CREATIVE ACTIVITY

University Criteria (Administrative Manual, Chap. 4, Sect. 2):

This includes, but is not limited to, professional research, creative activities, scholarly writing, editorial boards, scholarly presentations at conferences, participation in professional activities, degrees and continued education, and holding official positions in professional organizations when the position has scholarly outcomes.

Brooks College Standards and Criteria for Scholarship/Creative Activity

Faculty in the Brooks College of Interdisciplinary Studies engage in scholarly/creative activity resulting from their unique intellectual and creative passions.

Brooks College faculty value integrative and interdisciplinary scholarship/creative activity that draws on a variety of approaches, theories, methods, and practices. Integrative and/or interdisciplinary work should be regarded highly in the review process (contract renewal, tenure, and promotion). At the same time we acknowledge and equally value that there are faculty whose scholarly/creative activity is identified with a single discipline.

Scholarly/creative activities may take many forms, but finished work(s) must be submitted to an appropriate jury of peers for rigorous evaluation. Publishing, producing, or performing peer-reviewed work in a venue consistent with accepted scholarly standards is required and is the most important evidence for tenure and promotion within the scholarly/creative activity category.

Serving as a consultant or practitioner will be considered scholarly when this involves the creation rather than application of knowledge and impacts significantly on one's discipline(s). Examples include original research when consulting for a company, creating national standards for an accrediting organization, and designing curricula for national or regional use. Evidence includes but is not limited to written evaluations by peers or professional organizations or some other type of formal and rigorous assessment.

The standards that mark excellence in scholarly/creative activity may differ significantly among units in Brooks College and it is not possible to define all those standards in these guidelines. Individual units have the responsibility to determine what the standards are for their "discipline."

Faculty who hold joint appointment must make clear if their scholarly/creative activity is interdisciplinary or disciplinary and meet the standards therein. It is the responsibility of the candidate to consult early with their departments/programs and their respective deans (in the case of joint appointment) so that review guidelines are clear. Particular expressions of scholarly/creative activity vary widely, and faculty may demonstrate their work in a variety of ways.

In order for their scholarly/creative activity to be evaluated, candidates **must** submit:

- (a) As part of their personal statement, a reflection on their scholarly/creative activities that makes clear the goals and accomplishments over their career with particular attention to the period since the last review. Candidates should address any feedback provided by the College Personal Committee and/or the Dean.
- (b) Examples of scholarly/creative work that have been published, produced, or performed.
- (c) Reviews of scholarly/creative work, if relevant.
- (d) Other documentation that demonstrates scholarly/creative activity.

Faculty often have a record of scholarly/creative activity before joining the University, and we will value the applicant's entire body of scholarly/creative work as evidence of the pattern of scholarship required for tenure and promotion; however, works finished and peer reviewed since appointment at the University are required for tenure and/or promotion.

Faculty may demonstrate engagement in the scholarly dialogues in their field(s), through published works (which can include journal articles, chapters in books, monographs, and edited volumes) and regional, national, and international conferences and/or presentations, and could include official positions in professional organizations.

Expectations for Contract Renewal

At reviews prior to tenure, faculty must present a well-developed and clearly articulated agenda for scholarly/creative activity and demonstrate progress toward achieving these goals. Formative input from the unit is expected to assist the faculty member in attaining a level of work that merits tenure and promotion.

Expectations for Tenure and Promotion

To be awarded tenure, the candidate must have a documented record of ... professional recognition through scholarship or creative activity; ... [Administrative Manual Section 2.8]

For faculty being reviewed for tenure and promotion to associate professor “should have achieved professional recognition through scholarship or creative activity.” [Administrative Manual Section 2.8]

Evidence of scholarly/creative activity is measured by work(s) that have been published, produced or performed in venues consistent with accepted scholarly standards. To attain tenure and promotion, a candidate must have at least one completed peer-reviewed scholarly contribution while at GVSU appropriate to their discipline. A single completed peer-reviewed

scholarly contribution, however, is not sufficient for tenure and promotion; a faculty member must also provide evidence of continuing scholarly/creative activity. As active scholarship informs effective teaching, faculty members seeking tenure and promotion are expected to show evidence of being a teacher-scholar through whatever means best displays their work.

Expectations for Promotion to Professor

Candidates for Professor “should have achieved professional recognition through scholarship or creative activity.” [Administrative Manual Section 2.5]

Brooks College faculty must demonstrate a sustained pattern of scholarly/creative activity that has been published, produced, or performed in a venue consistent with accepted scholarly standards. If the candidate has been an associate professor for more years than the minimum required for consideration for promotion, scholarly/creative activity must be demonstrated within the most recent seven full-time equivalent years.

Expectations for Early Tenure and/or Promotion

A faculty member may request, in writing to the Dean, that he/she be considered by his/her unit for early tenure and/or promotion (see Section 2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that he/she has exceeded the expectations in all three areas of evaluation (see Section 2.9.1), as defined by unit and college criteria.

[Administrative Manual Section 2.8.4]

SERVICE TO UNIT, COLLEGE, UNIVERSITY, THE PROFESSION, AND THE COMMUNITY

University Criteria (Administrative Manual, Chap. 4, Sect. 2):

A faculty workload includes service to the unit, College, and University, as well as to the community/profession. Unit, college and university service include, but is not limited to, participation in university governance; unit, college and university committees; curriculum development; serve as an advisor to student organizations; and carry out special assignments. Community service and service to the profession involves the engagement of a faculty member’s professional expertise. Community service includes, but is not limited to, engaging in community outreach, acting as a board member in a community based organization, participating in public service programs, and work as a pro bono consultant on community projects when representing the University. Service to the profession includes leadership or committee roles in professional organization. Each unit will determine the types of community/professional service most appropriate to its specific mission and program objectives. It is the responsibility of each faculty member to describe the nature of the service and the time commitment involved.

Brooks College Standards and Criteria for Service

Faculty in Brooks College are committed to the principles of shared governance as well as the needs of building and sustaining the College's academic units and programs. We depend on one another to serve as active and responsible citizens who help advance the educational mission of the University, the College, and their unit. We also recognize that faculty may serve in diverse ways and that the level of service may vary over the course of a faculty member's career. Changing needs of the unit/program and/or the College may also affect a faculty member's service.

Over the course of their academic careers, faculty are expected to participate at multiple levels of service, recognizing that faculty contributions to service are expected to increase at higher ranks. However, as a relatively new college with as yet a small faculty, we recognize that service to the unit/program, college, or university may be greater than in other colleges.

We also recognize that when a faculty member contributes exceptional long-term service, such as chairing a department or program or chairing a university committee, there may be a reduction in scholarly/creative activity.

Service to the profession means advancing one's academic profession through active participation in professional and scholarly organization; i.e., holding office, chairing a major committee, serving on an award committee.

Service to the community means applying academic skills and experiences to exploring, and perhaps even solving local, national, or international problems.

In order for their service to be evaluated, candidates **must** submit:

- (a) As part of their professional statement, a reflection on their service with particular attention to the period since the last review.
- (b) Other documentation that demonstrates service.

Expectations for Contract Renewal

Faculty undergoing review for contract renewal are expected to show service to the unit/program as well as to the college or the university.

Expectations for Tenure and Promotion to Associate Professor

To be awarded tenure, “the candidate must have a documented record of ... contributions to the unit, College, University and community.” [Administrative Manual Section 2.8]

Faculty being reviewed for tenure and promotion to associate professor should “have made contributions to the university and community.” [Administrative Manual Section 2.5]

For Brooks College faculty seeking tenure and promotion to Associate Professor, it is expected that they demonstrate service to the unit/program, the College, the University and community. In Brooks College we have a broad definition of “community” that includes service to the profession.

Expectations for Promotion to Professor

Candidates for professor must demonstrate they “have provided vital contributions to the unit, college, university and community.” [Administrative Manual Section 2.5]

Brooks College faculty seeking promotion to Professor will have a sustained record of service within and beyond the unit/program. Candidates for professor also contribute significantly to the effective operation and growth of the university as well as serving the community. Moreover they are expected to assume leadership in one or more aspects of unit, college, university, professional, and/or community life.

Expectations for Early Tenure and/or Promotion

A faculty member may request, in writing to the Dean, that he/she be considered by his/her unit for early tenure and/or promotion (see Section 2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that he/she has exceeded the expectations in all three areas of evaluation (see Section 2.9.1), as defined by unit and college criteria.

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