The Brooks College of Interdisciplinary Studies (Brooks College) values the richness and impactful learning associated with interdisciplinarity. Interdisciplinary work integrates knowledge, modes of thinking and experiences from two or more disciplines. This rigorous examination of real world problems and issues from multiple perspectives involves both depth and application of knowledge. Faculty within the Brooks College come from a variety of disciplines, yet share in the desire to infuse liberal education into their teaching, scholarship or creative activity and service. The Brooks College values the essential aims and outcomes of the AAC&U LEAP goals.

The following is intended to clarify, not to replace, evaluation criteria outlined in the GVSU Faculty Handbook. Section 2.10.5 of the Handbook describes what materials are minimally required to be presented in the candidate's review file. This statement of performance expectations indicates what the Brooks College of Interdisciplinary Studies looks for in a faculty member's work, and the kinds of materials that we have found useful in conducting a review. We note in particular that some activities, including service learning, cross the boundaries of Teaching, Scholarship, and Service that are set forth separately in the Faculty handbook.
Effective Teaching

University Criteria (Faculty Handbook):

Effective Teaching. 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 courses 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) student evaluations.

Particular expressions of effective teaching vary widely, and professors demonstrate their pedagogical skills in a variety of ways. Teaching is broadly understood to occur in classes as well as in mentoring and advising outside of class (when appropriate).

At their review, faculty are expected to demonstrate effective teaching based on a narrative self-assessment, student evaluations, samples of student work, peer observations of classroom sessions and a teaching portfolio.

The Brooks College Standards and Criteria for Effective Teaching

Effective Brooks College professors:

- articulate clear goals for their courses, and effectively evaluate student performance according to clearly communicated criteria
- demonstrate self-reflection and growth in teaching
- value the complexity and richness of interdisciplinarity, and provide students opportunities to engage in interdisciplinary problem solving
- actively engage with students during office hours for mentoring and advising
- display a command of their subject matter as well as an effort to incorporate other disciplines into their pedagogy.
- show a commitment to continual scholarly growth in their subject areas
- create a learning environment that promotes knowledge and integration of content
- respect their students and show a genuine desire to help them learn
- create student engagement in learning, effectively using a variety of teaching methods
- provide effective feedback to students as they learn
Assessing Teaching Effectiveness

Assessing teaching effectiveness involves examining a candidate’s teaching from a variety of standpoints. These may include:

- Peer observation of teaching- assessed via rubric or some form of qualitative analysis
- Teaching portfolios. Portfolios will show evidence of teaching such as: classroom assignments, instructional examples, tests, activities, examples of integrative/interdisciplinary activities as well as evidence of self reflection. Examples of portfolios may be available with the candidate’s individual unit.
- Evidence of professional development in teaching, which may include workshops, conferences and mentorships in teaching as well as other evidence of continued development.
- Evidence of reflection on teaching within their portfolio that shows a self analysis of pedagogy and teaching methods, as well as a vision or plan for continual development.
- Student evaluations and the candidate’s reflection of the information provided by the evaluations, and how it may enhance their teaching.
- Examples of how interdisciplinarity is woven into the coursework. This may include assignments, activities (in or out of class), collaboration with other entities, faculty, or classes. Given the wide variety of possibilities, these are only provided as examples.

Expectations for Contract Renewal

It is expected that the faculty member undergoing contract renewal is in a formative stage of becoming an excellent teacher. They are expected to show evidence of progress and activity that suggest that they are on a path to become a consistently effective teacher. For faculty in Brooks College it is also expected that they begin to incorporate aspects of interdisciplinary pedagogy into their courses. Their review will include formative feedback from their unit to guide them on a path toward successful tenure and/or promotion.

Expectations for Promotion and Tenure

For faculty being reviewed for promotion to associate professor, it is expected that they demonstrate consistent, effective teaching. They are able to clearly demonstrate interdisciplinary work within their pedagogy and show a level of self-reflection indicating a concrete foundation of interdisciplinarity. Candidates for full professor are expected to demonstrate leadership in interdisciplinary teaching by modeling practices for junior members of the college.
SCHOLARLY/CREATIVE ACTIVITY

University Criteria (Faculty Handbook):

Scholarly/Creative Activity. 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.

The Brooks College of Interdisciplinary Studies is committed to encouraging faculty members to engage in scholarly/creative activity resulting from their unique intellectual and creative passions. Particular expressions of activity vary widely, and faculty may demonstrate their work in a variety of ways. They engage in original exploration of issues related to their scholarly expertise and perhaps even beyond, often in integrative and interdisciplinary fields, or in the history and practice of liberal education. The varied forms of scholarship and creative activity as described by Boyer is valued by Brooks College, and work that seeks to integrate disciplines is especially valued. This broader definition of scholarship may result in popular, creative, or traditional scholarly works. While we will seek to provide examples within this document, the list is by no means all inclusive, and individual units may wish to provide more detailed examples of scholarly/creative activity within their area.

Brooks College Standards and Criteria for Effective Scholarship/Creative Activity

The faculty of the Brooks College understand that scholarly and creative activity is diverse, flexible and open to change. That said, at reviews prior to tenure, faculty must present a well-developed and clearly articulated agenda for scholarly and creative activity. They may demonstrate progress toward achieving these goals in many ways, some of which are listed below:

Examples of Scholarship

- Presenting papers or sharing work at academic and professional conferences
- Publishing research in peer reviewed venues
- Scholarship of teaching, which involves public dissemination of scholarship on teaching
- Publishing book reviews
- Serving as an editor or referee of journals, series, books, etc.
- Organizing or leading workshops, conferences or training sessions related to a professional field or interdisciplinary work
- Course work or seminars, taken either toward earning an academic degree or as professional development
- Seeking and obtaining grants and contracts
- Providing leadership in professional societies or organizations and serving on professional or academic agencies or boards when research is the outcome
- Coordinating service learning projects
Examples of Creative Activity

- Submitting, exhibiting or performing original creative works (art, film, plays, etc.)
- Reading, studying and writing in fields outside their discipline with the intention of developing interdisciplinary works
- Developing a new course or program
- Developing interdisciplinary courses, programs or new ways to examine problems
- Original, creative writing

Assessing Scholarly/Creative Activity

The Brooks College recognizes that some scholarship and creative work is more easily documented than others. Integrative and creative scholarship outcomes may be visible, but not the study, reflection, and creative process involved in the finished product. Reflective self-analysis of one’s scholarship and creative activity is encouraged to provide a clear picture of the faculty member’s work. We also encourage the use of a variety of sources of evidence in order to capture the essence of the scholarly and creative work (refer to “Scholarship Assessed” Carnegie Foundation).

Possible Examples of Evidence:

- Art, film, recorded work
- Published research
- Published writings
- Evidence of participation in panel discussions
- Abstracts of presentations
- Textbooks
- Evidence of new program, curriculum
- Evidence via social media, editorials, or other unique forms of communicating scholarly work
- Many other examples. The candidate is directed to consult with colleagues regarding the best means of providing proof of evidence.

Expectations for Contract Renewal

Faculty undergoing review for contract renewal are expected to show a developing scholarly/creative activity agenda. Individual units and the unique capabilities of each faculty member will influence the nature of the work, however it is expected that the faculty present a vision for their work and evidence of progress. Formative input from the unit committee is expected to assist the faculty member in attaining a level of work that merits promotion and/or tenure. Whenever feasible, interdisciplinary work is encouraged and should be regarded highly in the process of contract renewal.
Expectations for Promotion and Tenure

For faculty being reviewed for promotion to associate professor, it is expected that they show evidence of scholarly/creative activity. Active scholarship informs good teaching, and promotion and tenure assumes that these respective areas are consistently developed. A faculty member is expected to show evidence through whatever means best displays their work. This work should match the goals and expectations that had been set forth during their pre-tenure. Candidates for full professor are expected to demonstrate leadership in scholarship/creative activity by modeling practices for junior members of the college. In addition, it is expected that senior professors assist junior faculty in establishing a scholarly agenda.
University Criteria (Faculty Handbook):

Service to Unit, College, University, the Profession/Community. A faculty workload includes service to the university, college, and unit, as well as to the community/profession. Unit, college and university service includes, but is not limited to, participation in university governance, unit, college and university organizations, and carrying 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 organizations. Each unit will determine the types of community/professional service most appropriate to its specific mission and program objectives.

Brooks College Standards and Criteria for Service

Faculty members serve a vital role in the functioning of their programs, their disciplines and the College. The Brooks College is especially involved with the campus community as well as the community outside of Grand Valley. Service is often linked to providing intellectual capital, student learning opportunities as well as in-kind service. We especially value service that seeks to bring together communities and disciplines to form interdisciplinary groups, addressing important issues in society. Service also includes contribution to the functioning of Brooks College within the University governance structure, through service on committees, task forces and panels. Candidates seeking contract renewal and tenure must demonstrate successful participation in formulating unit, college, and university policies. It is expected that at the time of tenure review, the faculty member will have made significant service contributions at the unit, college or university level. All faculty are expected to contribute to unit service projects.

Effective service encompasses many areas. However service often falls within the following areas:

- serving on search committees; chairing search committees
- service on committees or other positions within the professional organizations of the candidate
- participating in student recruitment and registration events, assisting with the development of recruitment materials for your unit
- participation in student events, such as scholarship competitions, assisting with student scholarship day, Honors College events and many others
- active service on unit and University committees and task forces
- participating in the decision-making process of the department and university
- organizing events and programs for students and/or faculty
- mentoring junior faculty
- contributing effectively to program development
- contributing effectively to curriculum planning and development

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- regular attendance, participation, and leadership at department meetings and other university functions
- Organizing events for students, faculty, staff and external constituents (e.g. art, film, drama, panels, festivals)

Faculty members also contribute in a variety of ways to the growth and vitality of the larger community. Community service must be consistent over a number of years and be recognizable and demonstrable. Candidates must demonstrate a significant commitment to community service. Community service and service to the profession should involve the engagement of a faculty member’s professional expertise.

Examples of effective community service may include:
- leading book-discussion groups at bookstores or literary clubs
- speaking at schools, churches, or other organizations
- tutoring children in elementary or secondary schools
- leadership or volunteering in community organizations
- engaging in social action or political leadership
- service on boards or community organizations in a professional capacity
- writing or editing community or special-interest newsletters or magazines
- serving in administrative functions for community-service groups
- maintaining websites for community or special-interest groups
- working with community educational groups
- organizing lectures or art events for the community

Expectations for Contract Renewal

Faculty undergoing review for contract renewal are expected to show evidence of involvement in unit service and a growing development of effective service at the university level as well as within their own profession. Formative input from the unit personnel committee is expected to assist the faculty member in determining the appropriate nature and balance of service within the context of their teaching and scholarly/creative activity. Service that promotes interdisciplinary work or collaborations is especially valued.

Expectations for Promotion and Tenure

For faculty being reviewed for promotion to associate professor, it is expected that they show evidence of effective unit service as well as a history of developing service at the University level as well as within their profession. For promotion to full professor, it is expected that faculty members serve in leadership capacities, and facilitate the advancement of work within the service group. This will be evidenced by outcomes with which they are affiliated.