

Guidelines for Contract Renewal, Tenure, and Promotion
Applicable to Personnel Decisions in Fall 2016 and Thereafter

Area and Global Studies
Brooks College of Interdisciplinary Studies
Grand Valley State University
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I. Introduction

The purpose of this document is to provide Area and Global Studies' performance expectations for contract renewal, tenure, promotion to associate and full professor, and early tenure and promotion. The expectations described below are based on the Grand Valley State University (GVSU) *Administrative Manual* and the Brooks College of Interdisciplinary Studies (BCOIS) *Standards and Criteria for Personnel Evaluation*. However, Area and Global Studies (AGS) has a unique structure. It houses faculty from different disciplines with contractual relationships ranging from a one-third to a full time appointment in AGS. Moreover, AGS faculty are members of different area programs. It is therefore necessary to expand upon and clarify the baseline requirements set forth by GVSU and BCOIS. These additions will not change the meaning of these baseline requirements in any way.

II. Participation in Personnel Review Decision-Making at the Unit Level

- A. Participants in a personnel review decision include the following:
 - 1. AGS Director.
 - 2. Faculty with a two-third or full-time appointment in AGS.
 - 3. Area program Coordinators.
 - 4. For a candidate with a two-third appointment in AGS, a representative of the department in which she or he has the one-third appointment.
- B. All of these participants have a voice and vote in the personnel review decisions.
- C. One-third appointments in AGS undergo personnel reviews in their home departments. However, if invited, a representative of AGS may participate in a one-third appointee's personnel review committee, with or without a vote.

III. Contract Renewal

- A. Effective Teaching
 - 1. Administrative Manual:
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. [2.9.1.A]

2. Brooks College expectations for effective teaching at contract renewal: Faculty up for contract renewal “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. It is also expected that they begin to incorporate aspects of integrative and/or interdisciplinary pedagogy into their courses.”
3. Area and Global Studies expectations for effective teaching at contract renewal:
The candidate for contract renewal:
 - a. Demonstrates an ability to employ global approaches in the curriculum.
 - b. Exhibits a command of subject matter, and shows enthusiasm for, and continual scholarly growth in, her or his subject areas.
 - c. Uses appropriate and effective teaching methods, including the selection of texts, other materials, and activities that are well suited to the course and students.
 - d. Articulates clear objectives for courses and individual class sessions, providing effective feedback to students as they learn, and evaluating student learning according to clearly communicated criteria.
 - e. Challenges students to move beyond their present capabilities while also presenting difficult concepts and material in clear, accessible ways.
 - f. Shows up for classes on time and well-prepared, and is available to students during regular office hours.
 - g. Creates an environment encouraging student involvement in and excitement about learning, and promoting collaboration among students.
 - h. Respects students and show a genuine desire to help them learn.
 - i. Responds effectively to constructive criticism in peer and student teaching evaluations.
4. In order to demonstrate teaching effectiveness, the candidate for contract renewal shall submit the following:

- a. A reflection on teaching effectiveness that discusses teaching goals and accomplishments, including a description of the interdisciplinary and global aspects of the candidate's curricula and pedagogy. The reflection statement should address any written feedback from the annual performance summaries.
- b. Evidence that substantiates the reflection on teaching effectiveness, including:
 - i. Peer reviews of teaching, including at least three from different colleagues. Selection of colleagues will be done in consultation with the AGS Director. Peer reviews will be performed on dates agreed upon by the candidate and the visiting colleague.
 - ii. Student evaluations.
 - iii. Syllabi from all courses taught in the period under review. Only one syllabus per discrete course may be submitted, not multiple copies of syllabi used in different sections or semesters; however, any significant changes to multiple-year syllabi should be documented.
 - iv. Samples of graded student work.
 - v. Other material the candidate deems relevant such as grading rubrics, in-class handouts, descriptions of use of Blackboard or digital media in the classroom, etc.
 - vi. Other evidence that demonstrates efforts to improve teaching and learning such as workshops, conference participation, curriculum development, etc.

B. Scholarly and Creative Activity

1. Administrative Manual:
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. [2.9.1.B]
2. Brooks College expectations for scholarly and creative activity at 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.”

3. Area and Global Studies expectations for scholarly and creative activity at contract renewal:

The candidate will provide a reflection on recent and future areas of their scholarly and creative activity. The reflection statement should address any written feedback from the annual performance summaries. AGS expects its faculty members to engage in scholarly and creative activity that reflects their intellectual passions, and that contributes to their particular areas and disciplines. AGS especially values professional work that explores a topic with a global perspective, via an interdisciplinary approach. Particular expressions of this professional activity will vary widely given the different disciplines and areas represented in the unit, but may include the following:

- a. Peer-reviewed journal articles, book chapters, books, and monographs.
- b. Textbooks and chapters in textbooks, encyclopedia entries, conference papers, works-in-progress (writing or research), editorial work for journals and books, review articles, and book reviews, and degrees and continued education.
- c. Scholarly presentations at conferences, academic institutions outside of Grand Valley State University, and other professional venues.
- d. Organizing or leading workshops, conferences, or training sessions related to the candidate's areas of professional expertise, in venues outside of Grand Valley State University.
- e. Research on teaching and learning, grant writing, uses of knowledge to review or inform community projects and organizations, serving as discussant at professional meetings, and research on or development of digital resources.
- f. Other work that reflects the candidate's expertise such as contributions to news outlets, artistic production, literary translation, etc.

C. Service

1. Administrative Manual:

A faculty workload includes service to the unit, College, and University, 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 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 organizations. 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 [2.9.1.C].

2. Brooks College expectations for service at contract renewal:
Brooks College Personnel Guidelines recommend “Faculty undergoing review for contract renewal are expected to show service to the unit/program as well as to the college or the university.”

3. AGS expectations for service at contract renewal:
AGS values faculty participation in academic governance and policymaking, their contribution to their particular professional organizations, and community outreach efforts. It also understands that type and level of service will differ depending on the faculty member’s commitments in the areas of teaching and scholarly and creative activity, and needs of the faculty member’s area program. Apart from attending Area Program and AGS unit meetings, there is no expectation of service from new faculty in their first year. Service includes, but is not limited to:
 - a. Area Program -- participation in meetings, programming, and curricular and program development.
 - b. AGS Unit -- participation in meetings, promoting area programs in recruiting events, administrative service.
 - c. Brooks College -- work on college-level committees, participation in college-wide meetings and events (reoccurring ones such as KOAGY and ad hoc meetings).
 - d. Grand Valley State University -- work on university-level committees, participation in campus-wide programming and events, work with student organizations, as well as organizing or leading workshops, conferences, or training sessions related to the candidate’s areas of professional expertise, or participation in the University’s Graduate School.
 - e. Professional service outside of Grand Valley State University -- membership, leadership, participation in the profession’s meetings or conferences, participation in graduate thesis committees.
 - f. Community organizations related to the candidate’s area of expertise—membership, leadership, participation in the organization’s meetings, events, or ongoing activities.

IV. Tenure and Promotion to Associate Professor

- A. Faculty hired at the rank of Associate Professor without tenure
Faculty hired at the rank of Associate Professor without tenure are required to meet the expectations for tenure specified in this document for each of the areas of teaching scholarly and creative activity, and service.
- B. Effective Teaching
1. Administrative Manual:
Standards and Criteria for Tenure. Tenure involves the long-range commitment of the University to an individual faculty member and of faculty colleagues to each other. 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 into the future.
To be awarded tenure, the candidate must have a documented record of consistent teaching effectiveness [2.8.3].
Standards and Criteria for Promotion to Associate Professor. To be promoted to Associate, an Assistant Professor must display consistent teaching effectiveness [2.5.1].
 2. Brooks College expectations for effective teaching at tenure and promotion:
“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.”
 3. Area and Global Studies expectations for effective teaching at tenure and promotion:
The candidate will provide a reflection on teaching effectiveness that discusses teaching goals and accomplishments, including a description of the interdisciplinary and global aspects of the candidate’s curricula and pedagogy, along with the stipulations noted earlier for effective teaching (III.A.3) and submitting as evidence items listed in III.A.4. The candidate should address any feedback provided by the College Personnel Committee and/or the Dean in the previous personnel review and address any feedback from annual performance reviews.

C. Scholarly and Creative Activity

1. Administrative Manual:

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 [2.9.B].

2. Brooks College expectations for scholarly and creative activity for tenure and promotion to associate professor:

“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.”

3. Area and Global Studies expectations for scholarly and creative activity for tenure and promotion to associate professor:

While AGS concurs with the Administrative Manual and Brooks College expectations, in addition, the unit expects:

- a. A reflection on past and future areas of scholarly and creative activity, and should address any feedback provided by the College Personnel Committee and/or the Dean in the previous personnel review and any written feedback from the annual performance summaries.
- b. Publication of at least one book or two scholarly works in peer-reviewed venues that reflect the candidate’s regional area of focus, or discipline, or teaching and learning.
- c. Evidence of scholarly attention to global perspectives and interdisciplinarity (See III.B.3 for the unit’s criteria of scholarly and creative activity).

D. Service

1. Administrative Manual:

A faculty workload includes service to the unit, College, and University, 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 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 organizations. 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 [2.9.C].

2. Brooks College expectations for service at tenure and promotion to associate professor:
“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.”
3. Area and Global Studies expectations for service at tenure and promotion to associate professor:
AGS concurs with the Administration Manual and Brooks College expectations regarding service (see also III.C.3), and requests a reflection on service that addresses any feedback provided by the College Personnel Committee and/or the Dean in the previous personnel review and any written feedback from the annual performance summaries.

V. Promotion to Professor.

Administrative Manual:

To be promoted to Professor, an Associate Professor must display consistent excellence in teaching and should have earned the doctorate or appropriate terminal degree except in extraordinary circumstances where the evidence demonstrates that the absence of the doctorate does not inhibit the faculty member's professional standing and performance. In addition, the person should have achieved acknowledged professional recognition through scholarship or creative activity; have demonstrated professional development; and have provided vital contributions to the unit, college, university and community. The extent of faculty member's contribution in these areas will be affected by a variety of factors, including the stage of the faculty member's career and the program objectives of the university, college and unit. Ordinarily, at least six (6) 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 (see Section 2.8.4 for early tenure/promotion criteria). Seniority alone shall not be sufficient for promotion. [2.5.1]

A. Effective Teaching

1. Administrative Manual:

To be promoted to Professor, an Associate Professor must display consistent excellence in teaching [2.5.1].

2. Brooks College expectations for teaching for promotion to professor:
“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 development, one-on-one mentoring or research with students, advising of students and reflection on teaching. Faculty at the level of full professor are expected to display leadership in their teaching duties as well as in other areas of performance.”

3. Area and Global Studies expectations for teaching for promotion to professor:

The candidate will provide a reflection on teaching excellence that discusses teaching goals and accomplishments, including a description of the interdisciplinary and global aspects of the candidate’s curricula and pedagogy, along with the stipulations noted earlier for effective teaching (III.A.3) and submitting as evidence items listed in III.A.4. The candidate should address any feedback provided by the College Personnel Committee and/or the Dean in the previous personnel review and any written feedback from the annual performance summaries.

B. Scholarly and Creative Activity

1. Administrative Manual:

To be promoted to Professor, an Associate Professor should have achieved acknowledged professional recognition through scholarship or creative activity.

2. Brooks College expectations for scholarly and creative activity for promotion to professor:

“Brooks College faculty must demonstrate a sustained pattern of continuing 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.”

3. AGS expectations for scholarly and creative activity for promotion to professor:
While AGS concurs with the Administrative Manual and Brooks College expectations, in addition, the unit expects:
 - a. A reflection on past and future areas of scholarly and creative activity, and should address any feedback provided by the College Personnel Committee and/or the Dean in the previous personnel review and any written feedback from the annual performance summaries.
 - b. Since the prior promotion, publication of at least one book or three scholarly works in peer-reviewed venues that reflect the candidate’s regional area of focus, or discipline, or teaching and learning.
 - c. Evidence of scholarly attention to global perspectives and interdisciplinarity. See III.B.3 for the unit’s criteria of scholarly and creative activity.

C. Service

1. Administrative Manual:
To be promoted to Professor, an Associate Professor must...have provided vital contributions to the unit, college, university and community. [2.5.1]
2. Brooks College expectations of service for promotion to professor:
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.
3. Area and Global Studies expectations of service for promotion to professor:
AGS concurs with the Administration Manual and Brooks College expectations regarding service (see also III.C.3) and requests a reflection on service that addresses any feedback provided by the College Personnel Committee and/or the Dean in the previous personnel review and any written feedback from the annual performance summaries.

VI. Early Tenure and Promotion

A. Administrative Manual:

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. [2.8]

B. Brooks College expectations for early tenure and/or promotion:

Brooks College Personnel Guidelines provide no additional expectations beyond the language in the Administrative Manual; however because tenure and promotion to associate are linked in the college, any assistant professor seeking either tenure or promotion to associate must apply for both.

C. Area and Global Studies expectations for early tenure and/or promotion:

AGS faculty requesting early tenure or promotion to the rank they seek (associate or full) must exceed expectations in all three areas of teaching, scholarly and creative activity, and service, as stipulated above. For example, in the area of teaching the candidate will have published a model syllabus, received a teaching award, or be recognized for outstanding curriculum development. In the area of scholarly and creative activity the faculty member will have surpassed the minimum number of publications required, or received notable recognition for the quality of the work. And in the area of service the candidate will have received professional recognition for exemplary service at any level (unit, college, university, or community).