

BROOKS COLLEGE OF INTERDISCIPLINARY STUDIES CRITERIA FOR SENIOR AFFILIATE FACULTY

After successfully completing seven successive years at Grand Valley State University as an affiliate, an affiliate faculty member is eligible to apply for appointment as a Senior Affiliate Faculty.

Process for Applying

At the start of the academic year, the Dean's Office shall notify affiliate faculty who are coming up on their eighth successive year that they are eligible to apply for Senior Affiliate Faculty.

By October 15, the Affiliate Faculty member shall notify in writing the Dean that they will be applying for Senior Affiliate Faculty. A form for this purpose is available at the Brooks College website.

By the first class meeting day of the winter semester the Affiliate Faculty member shall submit their materials to the Unit Head.

The department (or an appointed committee of the department) will review the candidate's materials, focusing on evidence of successful teaching. By vote, the department (or committee) may recommend promotion to Senior Affiliate Faculty or recommend not promoting the candidate at this time but awarding another appointment as an affiliate. This recommendation is sent to the unit head, who transmits it by March 30 to the Dean for final decision. The Dean's decision is not subject to appeal.

For those affiliate faculty under a three-year contract and being considered for promotion to Senior Affiliate, notice of the decision on contract renewal may be later than May 1 of the second year of the current contract.

Promotions are effective with the beginning of the next academic year appointment, but not before the beginning of the ninth year

Brooks College Standards and Criteria for Effective Teaching

Effective teaching is the core responsibility of faculty in Brooks College. As such, affiliate 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 stay current in their field, engage in 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.

Expectations for Promotion to Senior Affiliate Faculty

To be promoted to Senior Affiliate Faculty, the candidate must have a documented record of consistent teaching effectiveness.

Procedures

The candidate submits to the unit head (or designee) evidence of effective teaching from the preceding 7 successive years. The candidate must submit:

(a) Peer reviews of their teaching using the unit's classroom observation form. All peer review reports from the past 7 years must be included, including a peer review of teaching from the semester in which the affiliate faculty member declares an intent to be considered for the rank of Senior Affiliate.

(b) 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 in the personal statement.

(c) Course evaluations. 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.

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

(e) As part of their personal statement, 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.