

Integrative, Religious, and Intercultural Studies Department (IRIS) Standards and Criteria for Personnel Evaluation

Preface

The Integrative, Religious, and Intercultural Studies Department (IRIS) 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, faculty members, students, and the community.

We recognize the ways in which the central components of faculty life—teaching, scholarship/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.

Unit standards and criteria are 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.

In the IRIS Department, expectations 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, and the faculty member who meets the requirements for Associate Professor should be tenured. For faculty hired at the Associate or Professor rank, the timeline for obtaining tenure will be specified in the appointment letter, if applicable.

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. Faculty in the IRIS Department engage in various disciplines and sub-disciplines. As a result, faculty must clearly locate themselves within their particular fields in their integrative statement.

According to the Board of Trustees Policies (BOT), Sect. 4.2.10.5 (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) Faculty Activity Reports (FARs), Faculty Activity Plans (FAPs), and written performance summaries from the Faculty Annual Salary Adjustment Program for the period relevant to the action under consideration. For probationary faculty, the relevant period shall be the time served as a tenure track faculty member. For tenured faculty, the relevant period shall be the previous six (6) years of service as a tenured and tenure track faculty member normally not to exceed a total of six (6) years.*

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

EFFECTIVE TEACHING

University Criteria (Board of Trustees Policies, 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 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.

Brooks College Criteria

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.

IRIS Department Standards and Criteria for Effective Teaching

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

- (a) 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.
- (b) Peer reviews of their teaching completed by IRIS Department faculty using the unit's Peer Observation Report form.
- (c) 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.
- (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.

IRIS Department faculty recognize that while student evaluations are one component of assessment of teaching performance, using multiple means of evaluating teaching is more reliable, valid, and fair. In reviewing student evaluations, attention should be given to overall trends rather than emphasizing individual responses, particularly outliers. When evaluating teaching performance, balanced attention should be paid to each of the following elements: course/curricular materials, peer reviews, the teaching reflection section of the personal statement, student evaluations, and other materials submitted by the candidate.

At each of their following reviews, faculty are expected to demonstrate continual growth in teaching. In Brooks College it is also expected that they incorporate aspects of integrative and/or interdisciplinary pedagogy into their courses. The IRIS Department defines interdisciplinary pedagogy as:

- utilizing curricular content, methodologies, and theories of more than one discipline or field; or
- team-teaching with faculty from other disciplines, and/or working with design of syllabi and assignments with faculty from other disciplines; or
- intentionally teaching integration in the classroom and in research design and implementation; or
- designing assignments that build integrative skills.

This could also include building alliances with other departments, proposing or teaching in cross-listed courses, or generating fuller comprehension of interdisciplinary teaching among college and university partners by formal and informal mentoring, leading or organizing conference panels, professional training sessions, or creating curriculum.

Faculty should address the ways that their teaching demonstrates the values of liberal education.

Expectations for Contract Renewal

Faculty who are 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.

Expectations for Tenure and Promotion

To be awarded tenure, the candidate must have a documented record of consistent teaching effectiveness ...[Board of Trustees Policies Section 4.2.8.3]

“To be promoted to Associate, an Assistant Professor must display consistent teaching effectiveness, and should have earned the doctorate or appropriate terminal degree, except in extraordinary circumstances where the evidence demonstrates that the absence of the degree does not inhibit the faculty member’s professional standing and performance.” [Board of Trustees Policy Section 4.2.5]

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 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.” [Board of Trustees Policy Section 4.2.5]

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, 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 they be considered by their unit for early tenure and/or promotion (see Section 4.2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that they have exceeded the expectations in all three areas of evaluation (see Section 4.2.9.1), as defined by unit and College criteria. [Board of Trustees Policy Section 4.2.8.4]

Our unit will consider candidates to have exceeded the expectations for consistent teaching effectiveness by demonstrating consistent excellence in all of the following areas: classroom instruction, course content, curricular revision or development, one-on-one mentoring or research with students, advising of students, and reflection on teaching.

Candidates for early promotion to professor must also provide evidence of multiple ways they have displayed leadership in their teaching duties as well as in other areas of their performance. Some examples may include, but are not limited to, teaching professional development workshops for junior faculty, mentoring junior faculty on their classroom teaching, reviewing and sharing syllabi and course assignments with colleagues, and/or facilitating, organizing, leading, or convening regional, national, or international training sessions (or the equivalent) focused on teaching.

As specified in the Brooks College guidelines, candidates for early tenure and/or promotion at both levels must demonstrate that they have exceeded the expectations in all three areas of evaluation: teaching effectiveness, scholarly/creative activity, and service.

SCHOLARLY/CREATIVE ACTIVITY

University Criteria (Board of Trustees Policies, Chap. 4, Sect. 2):

Within a normal, full-time load, all regular faculty are expected to engage in scholarship or creative activity. The University welcomes the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (as conceptualized by Boyer, 1990). All of these forms are valued in determinations for promotion and tenure. The University uses the following three categories to describe scholarly/creative activities: 1) advancement of knowledge/creative activity, 2) scholarly engagement, and 3) professional development.

Brooks College Criteria

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.

IRIS Department Standards and Criteria for Scholarship/Creative Activity

Faculty in the IRIS Department participate in a variety of fields and disciplines. We value their interdisciplinary and integrative work. 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. To this end, faculty must clearly define the fields in which they are engaged.

Faculty who hold joint appointments 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 Personnel 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.

We expect faculty to maintain an active research agenda. 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), regional, national, and international conferences and/or presentations, and official positions in professional organizations. Scholarly progress includes specific examples of ongoing scholarly production, including disseminating work.

Serving as a consultant or practitioner will be considered scholarly when this involves creating, rather than applying, knowledge and when this work impacts significantly on one's discipline(s). Examples include original research produced 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.

We also recognize the role of public and community-engaged scholarship that shape faculty's reputations as public intellectuals or contribute to the public good. This engagement will be considered scholarly when this involves creating, rather than applying, knowledge and yields artifacts of public and intellectual value. This form of scholarship reflects the faculty member's continuous engagement in scholarly/creative activity.

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. Based on completed work at contract renewal, it should be clear that their research agenda will lead to meeting the requirements for tenure and promotion in three years time.

IRIS Department faculty are strongly encouraged to have at least one peer-reviewed publication (e.g. chapter in an edited volume, journal article) in press or under review. If the faculty member is completing a monograph, they should have at least finished their book proposal and have crafted a clear plan for securing contract and publication prior to or during year six. Additional examples of scholarly/creative activity include, but are not limited to, presenting their work at regional, national, or international conferences, serving on an advisory board for an organization related to their field, actively disseminating their scholarship through community engagement initiatives.

To ensure faculty success, 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...[Board of Trustees Policy Section 4.2.8.3]

For faculty being reviewed for tenure and promotion to associate professor "the personal should have achieved professional recognition through scholarship or creative activity." [Board of Trustees Policy Section 4.2.5]

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 two completed peer-reviewed scholarly contributions while at GVSU appropriate to their discipline. Two completed peer-reviewed scholarly contributions alone, however, are not sufficient for tenure and promotion; a faculty member must also provide evidence of continuing scholarly/creative activity. Examples of scholarly/creative activity that meet the standards of tenure and promotion include, but are not limited to:

- A monograph published with an academic press exceeds the requirement for two scholarly publications for tenure and promotion. If the book is not already in press or published, faculty must present a letter from the press confirming the book contract and receipt of the final manuscript with a confirmed scheduled publication date; or
- Two peer-reviewed publications, such as a journal articles or chapters in an edited book; or
- Two juried performances or exhibitions; or
- A combination of two or more items from the listed categories.

As an expression of their on-going scholarship, in addition to the criteria above, faculty are expected to have engaged at least two or more scholarly/creative activities that may include, but are not limited to, the following:

- regional, national, or international academic or professional conference presentations;
- editing a peer-reviewed journal issue or anthology;
- public engagement in their area of expertise such as writing for non-academic online or print sources;
- book reviews published in scholarly journals;
- principal investigator of multi-year grant project with external and/or internal funding that relates to one's particular field;
- invited talks, lectures, or performances at colleges/universities, government agencies, organizations, etc. that relate to their area of expertise; and
- digital studies projects in their area of expertise

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. To this end, we support faculty who conduct community engaged research and participate in local, regional, national, and/or international organizations concerning their fields.

Expectations for Promotion to Professor

Candidates for Professor "should have achieved professional recognition through scholarship or creative activity." [Board of Trustees Policy Section 4.2.5]

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. Examples of scholarly/creative activity that meet the standards of promotion to professor must be completed after achieving tenure and promotion to associate professor. These examples include, but are not limited to:

- Monograph published with an academic press and on-going, active engagement within their scholarly field (e.g. national or international conference presentations, editing a peer-reviewed journal issue or anthology, writing for non-academic online or print sources, peer-reviewed journal article, book reviews, invited talks/lectures, digital humanities scholarship); or
- Two peer-reviewed, published journal articles and on-going, active engagement within their scholarly field (e.g. national or international conference presentations, editing a peer-reviewed journal issue or anthology, writing for non-academic online or print sources, book reviews, invited talks/lectures, digital humanities scholarship); or
- Two juried performances and on-going, active engagement within their scholarly field (e.g. national or international conference presentations, editing a peer-reviewed journal issue or anthology, writing for non-academic online or print sources, peer-reviewed journal article, book reviews, invited talks/lectures, digital humanities scholarship); or
- A combination of two or more items from the listed categories.

Candidates for promotion to professor are encouraged but not required to include evidence of public (e.g. media interviews, blogging, public presentations of knowledge) and community-engaged scholarship as part of their dossier. This scholarship should reflect faculty's reputations as public intellectuals or contribute to the public good and yields artifacts of public and intellectual value.

As an expression of their on-going scholarship, in addition to the criteria above, faculty are expected to have engaged at least two or more scholarly/creative activities that may include, but are not limited to, the following:

- regional, national, or international academic or professional conference presentations;
- editing a peer-reviewed journal issue or anthology;
- public engagement in their area of expertise such as writing for non-academic online or print sources;
- book reviews published in scholarly journals;
- principal investigator of multi-year grant project with external and/or internal funding that relates to one's particular field;
- invited talks, lectures, or performances at colleges/universities, government agencies, organizations, etc. that relate to their area of expertise; and
- digital studies projects in their area of expertise

Expectations for Early Tenure and/or Promotion

A faculty member may request, in writing to the Dean, that they be considered by their unit for early tenure and/or promotion (see Section 4.2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that they have exceeded the expectations in all three areas of evaluation (see Section 4.2.9.1), as defined by unit and College criteria. [Board of Trustees Policy Section 4.2.8.4]

Expectations for Early Tenure and Promotion to Associate Professor

Our unit will consider candidates to have exceeded the expectations for early tenure and promotion to associate professor in the area of scholarly/creative activity if they have at least three completed peer-reviewed scholarly contribution while at GVSU appropriate to their discipline. Examples of scholarly/creative activity that meet the expectations for early tenure and promotion to associate professor include, but are not limited to:

- A scholarly monograph published with an academic press. If the book is not already in press or published, faculty must present a letter from the press confirming the book contract and receipt of the final manuscript with a confirmed scheduled publication date; or
- Three peer-reviewed publications, such as a journal articles or chapters in an edited book; or
- Three juried performances or exhibitions; or
- A combination of two or more items from the listed categories.

Candidates must also demonstrate an on-going record of scholarly/creative activity through at least two of the examples outlined above. Candidates for early tenure and promotion should demonstrate a clear plan for how they will continue to develop their scholarship/creative activities once tenured/promoted.

Expectations for Early Promotion to Professor

Candidates who wish to be considered for early promotion to professor will be considered if they have completed more than one of the criteria listed as requirements for promotion to full professor in the area of scholarly/creative activity within the most recent seven full-time or equivalent years. Scholarly/creative works must be completed after achieving tenure and promotion to associate professor. Examples may include, but are not limited to, publishing two or more scholarly monographs with an academic press, publishing three or more peer-reviewed journal articles, publishing one scholarly monograph and two or more peer-reviewed journal articles, or three or more juried performances. Candidates must also demonstrate an on-going record of scholarly/creative activity through at least two of the examples outlined above.

As specified in the Brooks College guidelines, candidates for early tenure and/or promotion at both levels must demonstrate that they have exceeded the expectations in all three areas of evaluation: teaching effectiveness, scholarly/creative activity, and service.

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

University Criteria (Board of Trustees Policies, Chap. 4, Sect. 2):

A faculty workload includes service to the institution, and/or the profession, and/or the community. Each unit/college will write standards that describe how much and what type(s) of

service is required for each rank and for tenure, promotion, and annual review. It is the responsibility of each faculty member to describe the nature of service and the time commitment involved.

Brooks College Criteria

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.

IRIS Department Standards and Criteria for Service

Service to the unit, college, and university means contributing to the wellbeing of the institution as defined in the Brooks College Guidelines for Tenure and Promotion.

Service to the profession means advancing one's academic profession through active participation in professional and scholarly organizations; 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, or enhancing the well-being of the community through contributions of time and expertise. Such work may involve convening public dialogues (e.g. academic, professional, or community forum or conferences), cultivating and sustaining relationships with community partners, or presentations of artistic value. This work can include serving on local, regional, national, or international committees or boards connected to one's area of expertise.

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

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

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 ... professional development, and contributions to the unit, College, University and community.” [Board of Trustees Policy Section 4.2.8.3]

Faculty being reviewed for tenure and promotion to associate professor should “show evidence of professional development; and have made contributions to the University and community” [Board of Trustees Policy Section 4.2.5]

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/or 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 demonstrated professional development; and have provided vital contributions to the unit, College, University and community.” [Board of Trustees Policy Section 4.2.5]

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 they be considered by their unit for early tenure and/or promotion (see Section 4.2.10.3). To be awarded early tenure and/or promotion, a faculty member must demonstrate that they have exceeded the expectations in all three areas of evaluation (see Section 4.2.9.1), as defined by unit and College criteria. [Board of Trustees Policy Section 4.2.8.4]

Expectations for Early Tenure and Promotion to Associate Professor

Our unit will consider candidates to have exceeded the expectations for early tenure and promotion to associate professor in the area of service if they have demonstrated, specific examples of service to their unit, college, university, and community.

Expectations for Early Promotion to Professor

Candidates who wish to be considered for early promotion to professor will be considered if they a sustained record of service within the unit as well as a sustained record of service to the college, university, and community life. This must include at least two examples of leadership at the unit, college, and/or university level.

As specified in the Brooks College guidelines, candidates for early tenure and/or promotion at both levels must demonstrate that they have exceeded the expectations in all three areas of evaluation: teaching effectiveness, scholarly/creative activity, and service