Criteria and Policies for Reappointment, Promotion, and Tenure of Faculty with Majority Appointments in Lyman Briggs College and Minority Appointments in the College of Natural Science

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Introduction

Faculty reappointment, promotion and tenure are among the most important decisions made by the University. As described in the University policies concerning Appointment, Reappointment, Tenure and Promotion, Michigan State University is a research intensive, land-grant University that is dedicated to the highest levels of scholarship and education and to continuous enhancement of its academic excellence. This document describes criteria for promotion and tenure for faculty members of Lyman Briggs College (LBC) who hold minority appointments in a unit in the College of Natural Science (CNS). Promotion in both colleges is evaluated in the dimensions of research, teaching and student engagement, and service and leadership. This document adds specificity to and is consistent with University policies.

The mission of Lyman Briggs College is to provide an outstanding liberal scientific education within a research intensive land-grant university by bridging the sciences and humanities through interdisciplinary teaching and research. It is in the best interests of the University for LBC faculty to have a connection to an appropriate disciplinary department, and many of its faculty members have minority joint appointments in a CNS unit. The teaching of LBC faculty members is often entirely within LBC, and their teaching loads (commonly 2 courses per semester) are higher than those typical for faculty with majority appointments in CNS. Following the LBC procedures, faculty with majority appointments in LBC have their teaching:research:service weighted as 5:4:3. CNS will use the same weighting in its evaluations of these individuals. For each reappointment and/or promotion, the expected level of scholarly attainment for these faculty members is comparable to that of an outstanding faculty member at a leading college or university focused on undergraduate education, unless the individual, the relevant CNS department and the two Colleges, have explicitly agreed otherwise. The quality of scholarly attainment should be comparable to that expected in the CNS disciplinary unit; the quantity of publications, grants, etc. may be less than typical for the CNS unit, due to the higher instructional expectations inherent in a majority LBC appointment.

The character of scholarly contributions and the appropriate benchmarks for evaluating them (e.g. average grant size, typical rate of publication) varies among discipline. Hence, for each LBC joint hire, at the time of hiring the CNS department should establish specific criteria for 3rd year renewal of appointment, promotion to associate professor with tenure, and promotion to professor. These should be communicated to the individuals through a memorandum of understanding between the individual, their joint appointment department, LBC, and CNS. In all cases, scholarly publication and national impact (as demonstrated, e.g., through publications, conferences, and citations with national scope) are essential, and external research funding is strongly encouraged.

Given the interdisciplinary and teaching-focused nature of LBC, the review should explicitly consider and give appropriate credit for activities that cross the boundaries of teaching, research, and service or that involve engagement across disciplinary lines. For example, for individuals engaged in the scholarship of teaching and learning, evidence of impact through publications, presentations and external funding in this field should be weighed along with other evidence of research and teaching performance, regardless of the primary academic discipline of the candidate.

In all cases, a candidate will be recommended for renewal, tenure or promotion only when it is in the best interest of the University, when the totality of the record is consistent with renewal or promotion, and when there is a high level of performance, under the expectations as outlined below for each rank.
Renewal of Appointment after 3rd Year Review

Teaching/Student Engagement

Teaching and student engagement will be evaluated under the criteria defined by LBC in the document “Lyman Briggs College Faculty Evaluation Procedures for Reappointment, Tenure, Promotion, and Salary Raises,” available on the faculty section of the LBC website at http://www.lymanbriggs.msu.edu/faculty/faceval.pdf.

Consistent with that document, the following metrics should be considered in relation to teaching in all curricular areas and venues; no significance is implied by their order. Primary assessment will be on quality and degree of initiative or innovation involved. This is not a checklist, but indicates activities that demonstrate effective teaching.

• Classroom performance in terms of content, structure, organization and presentation.
• Scholarly teaching (i.e., based on best practices as described in peer-reviewed educational literature).
• Contributions to course and curriculum development.
• Performance in working with students on out-of-class academic projects (e.g. independent study).
• Student evaluations (assessed relative to the level, nature and size of the course).
• Evidence of encouraging scholarly activity of students, including working with students on out-of-class academic projects (e.g., independent study).
• Preparation of instructional materials (i.e. class projects, videotapes, slides transparencies, instructional modules, computer programs or software)
• Use of innovative instructional techniques.
• Teaching awards, honors, or special recognitions.
• Grant proposals relevant to instruction.
• Leadership of innovative study abroad/away opportunities.
• Attendance at relevant instructional institutes, workshops, and other programs.
• Teaching load in terms of class size, number of sections, number of preparations, TA’s and undergraduate learning assistants supervised, and laboratories coordinated.
• Other material that the faculty member feels is germane to the support of instruction.

Scholarship/Research

The candidate’s research program should be fully established and the research directions, well-defined. The candidate’s laboratory and/or research facilities should be fully established and functioning. As appropriate to the discipline and appointment, there should be undergraduate or graduate students working with the candidate.

Publications from work done under a mentor at previous positions and with previous mentors (e.g., graduate and post-doc advisors) should generally be published or in press. Given the unique nature of the LBC mission, intellectually productive collaborations with prior mentors may continue to be appropriate; however, the independent intellectual contribution of the candidate to such collaborations must be made clear. Initial papers based on research done at MSU should have been published or submitted to appropriate journals.
The candidate should be pursuing appropriate external research funding and/or be engaged with collaborative efforts involving joint funding.

The candidate should be pursuing visibility in the wider research community through submitted conference presentations based increasingly on research done at MSU.

Service/Leadership

Assistant professors in Lyman Briggs College are expected to play a role in internal service responsibilities. There should be demonstrated interest in and growing contributions to LBC and/or CNS departmental service. Likewise, there should be demonstrated interest in and growing engagement with the candidate’s national disciplinary community through activities such as reviewing of papers and research proposals, attendance at professional meetings, and involvement with the activities of professional societies.

Promotion to Associate Professor with Tenure

Teaching/Student Engagement

Teaching and student engagement will be evaluated under the criteria defined by LBC in the document “Lyman Briggs College Faculty Evaluation Procedures for Reappointment, Tenure, Promotion, and Salary Raises,” available on the faculty section of the LBC website at http://www.lymanbriggs.msu.edu/faculty/faceval.pdf.

Consistent with that document, the following metrics should be considered in relation to teaching in all curricular areas and venues; no significance is implied by their order. Primary assessment will be on quality and degree of initiative or innovation involved. This is not a checklist, but indicates activities that demonstrate effective teaching. An essential criterion for this promotion is demonstrated effectiveness in engaging undergraduate and/or graduate students in the classroom, through research supervision and in less formal settings (e.g. informal career advising).

- Classroom performance in terms of content, structure, organization and presentation.
- Scholarly teaching (i.e., based on best practices as described in peer-reviewed educational literature).
- Contributions to course and curriculum development.
- Performance in working with students on out-of-class academic projects (e.g. independent study.)
- Student evaluations (assessed relative to the level, nature and size of the course).
- Evidence of encouraging scholarly activity of students, including working with students on out-of-class academic projects (e.g., independent study).
- Preparation of instructional materials (i.e. class projects, videotapes, slides transparencies, instructional modules, computer programs or software)
- Use of innovative instructional techniques.
- Teaching awards, honors, or special recognitions.
- Grant proposals relevant to instruction.
- Leadership of innovative study abroad/away opportunities.
- Attendance at relevant instructional institutes, workshops, and other programs.
• Teaching load in terms of class size, number of sections, number of preparations, TA’s and undergraduate learning assistants supervised, and laboratories coordinated.
• Other material that the faculty member feels is germane to the support of instruction.

Scholarship/Research

Commensurate with the candidate’s appointment, an essential criterion for this promotion is demonstrated stature as a significant and active contributor to scholarly activities in the candidate’s field and career cohort. Evidence of attaining this stature will include peer-reviewed research publications potentially including those focused on pedagogy within the discipline; competitive individual external research funding or a significant collaborative role on external grants; presentations at (inter)national conferences, universities, and research organizations; and strong external letters of review from outstanding faculty members who are independent of the candidate, including those at a leading research-active college or university that is focused on undergraduate teaching.

There should be a strong body of publications based on work done at Michigan State University in peer-reviewed disciplinary journals and comparable outlets. Given the unique nature of the LBC mission, intellectually productive collaborations with prior mentors may continue to be appropriate; however, the independent intellectual leadership the candidate provides within such collaborations be made clear.

Future scholarly directions should be clear and there should be evidence of the likelihood of future success. The candidate should discuss in his/her promotion documents a clearly defined direction for future research as demonstrated by on-going external funding or collaboration, on-going research projects, and publications in preparation.

Service/Leadership

All tenured faculty members must be able to effectively support the internal academic functions of the university and impact the (inter)national scientific or science education environment. Candidates for this promotion must demonstrate leadership abilities in these areas.

Associate professors in Lyman Briggs College are expected to play a significant role in internal service responsibilities. Candidates should show demonstrated interest in and effectiveness in this area by an increasing level of successful service responsibility within LBC and/or their CNS department over the probationary period. The candidate must be demonstrably prepared to effectively take on the service and leadership responsibilities of a tenured faculty member.

Candidates should show (inter)national leadership through, for instance, engagement with scientific societies or journals, involvement with funding organizations (proposal reviewing and panel participation), reviewing of research papers, or organization of meetings, or public outreach and engagement activities.

Timing of Review for Promotion to Associate Professor

Review for promotion to associate professor with tenure normally takes place in the candidate’s 6th year of service. It is important that the university have as complete a picture of a candidate’s record as possible at the time of promotion review. Thus, reviews prior to the 6th year will be undertaken in only unusual circumstances and for compelling reasons.
An extension of the probationary time may be granted by the University for the reasons described in its policies concerning Appointment, Reappointment, Tenure and Promotion. Such extensions are not to be considered as a criterion in the review.

**Promotion to Professor**

**Teaching/Student Engagement**

Teaching and student engagement will be evaluated under the criteria defined by LBC in the document “Lyman Briggs College Faculty Evaluation Procedures for Reappointment, Tenure, Promotion, and Salary Raises,” available on the faculty section of the LBC website at [http://www.lymanbriggs.msu.edu/faculty/faceval.pdf](http://www.lymanbriggs.msu.edu/faculty/faceval.pdf).

Consistent with that document, the following metrics should be considered in relation to teaching in all curricular areas and venues; no significance is implied by their order. Primary assessment will be on quality and degree of initiative or innovation involved. This is not a checklist, but indicates activities that demonstrate effective teaching. An essential criterion for this promotion is demonstrated effectiveness in engaging undergraduate and/or graduate students in the classroom, through research supervision and in less formal settings (e.g. informal career advising).

- Classroom performance in terms of content, structure, organization and presentation.
- Scholarly teaching (i.e., based on best practices as described in peer-reviewed educational literature).
- Contributions to course and curriculum development.
- Performance in working with students on out-of-class academic projects (e.g. independent study.)
- Student evaluations (assessed relative to the level, nature and size of the course).
- Evidence of encouraging scholarly activity of students, including working with students on out-of-class academic projects (e.g., independent study).
- Preparation of instructional materials, (i.e. class projects, videotapes, slides transparencies, instructional modules, computer programs or software)
- Use of innovative instructional techniques.
- Teaching awards, honors, or special recognitions.
- Grant proposals relevant to instruction.
- Leadership of innovative study abroad/away opportunities.
- Attendance at relevant instructional institutes, workshops, and other programs.
- Teaching load in terms of class size, number of sections, number of preparations, TA’s and undergraduate learning assistants supervised, and laboratories coordinated.
- Other material that the faculty member feels is germane to the support of instruction.

**Scholarship/Research**

An essential metric for this promotion is demonstrated stature as an active researcher with significant (inter)national impact in the candidate’s disciplinary field and/or pedagogical research.
This must be demonstrated by continuing publication in leading disciplinary journals and other outlets; on-going external research funding or collaboration in funded projects; presentations at (inter)national conferences, universities, and research organizations; strong external letters of review from outstanding senior researchers who are independent of the candidate, including those at a leading research-active college or university that is focused on undergraduate teaching.

Since previous promotion, the candidate should have published a body of research of sufficient quality and quantity to demonstrate active contributions to and significant impact on the field, with the promise of continued significant contributions post-promotion.

Future scholarly directions should be clear and there should be evidence of the likelihood of future success. The candidate should discuss in his/her promotion documents a clearly defined direction for future research as demonstrated by on-going external funding or collaboration, on-going research projects, and publications in preparation.

**Service/Leadership**

This promotion requires demonstration of effective leadership within the university and/or the discipline. Within the university, the candidate must show successful, continuing leadership and service contributions in LBC or the CNS department and the capacity to play a leadership role within the university. The candidate should show continuing (inter)national disciplinary leadership through, for instance, active roles with scientific societies or journals, engagement with funding organizations (proposal reviewing and panel participation), organization of scientific meetings, or public outreach and engagement activities.

**Timing of Promotion to Professor**

The timing of the review for promotion to professor is less well defined than that for promotion to associate professor. A minimum of six years post-tenure is usually needed to develop the necessary record. Promotions to full professor soon after promotion to associate professor require compelling justification and demonstration of clear institutional interest. If a candidate wishes to apply for promotion to full professor prior to the sixth year, this idea should be discussed among LBC, CNS, and the CNS unit before a review process is initiated.

**Periodic Evaluation of Associate Professors**

LBC evaluates all faculty below the rank of Professor annually as described in the document “Lyman Briggs College Faculty Evaluation Procedures for Reappointment, Tenure, Promotion, and Salary Raises,” available on the faculty section of the LBC website at [http://www.lymanbriggs.msu.edu/faculty/faceval.pdf](http://www.lymanbriggs.msu.edu/faculty/faceval.pdf).

**Promotion of Associate Professors with Unusually Long Service Times**

It is essential that associate professors with unusually long service times have a path to promotion based on a rejuvenated career. For faculty with majority LBC appointments, this normally requires reestablishment of a research program with external funding or collaboration on funded projects, significant research publication from those projects, and successful supervision of undergraduate or graduate students. The criteria for teaching/student engagement and service/leadership are as described above.
**External Evaluators**

For faculty with majority appointments in LBC, external evaluations are a critical component of the reviews for tenure, promotion to associate professor, and promotion to professor, but are not utilized for the 3rd year reappointment.

The purpose of the external letters is to help evaluate the quality, significance and impact of candidate’s research in regard to both the specific research area and the discipline overall, and to help the review committees in evaluation of the candidate’s stature. Thus, letters should be obtained from a range of knowledgeable individuals with the objective of evaluating the specifics of the candidate’s research, its broader disciplinary impact, and if applicable, scholarship of teaching and learning impact. All of these individuals should be independent of the candidate, (e.g. not be former graduate or postdoctoral advisors of the candidate), and have no personal interest in the outcome of the review. All letters for tenure or promotion to associate professor should be from individuals at the rank of tenured associate professor or higher (or an equivalent rank in a government or private research laboratory); all letters for promotion to full professor should be from individuals at the rank of tenured full professor (or equivalent), drawn from senior researchers, including those at the aforementioned high-level undergraduate institutions.

The referees should be informed of the nature of the joint appointment, the particulars of the candidate’s teaching appointment and expectations, and the criteria for the review. All letters soliciting evaluations relative to promotion and tenure recommendations must include the MSU statement on confidentiality and a request to disclose any potential conflicts of interest.

There should be a minimum of five letters from individuals outside MSU who are qualified to evaluate the candidate’s stature and scholarly impact. If the candidate’s research portfolio includes interdisciplinary work or a mix of scientific and pedagogical research, then the referees should be chosen such that their combined expertise spans all of the relevant fields. The candidate may submit the names of up to four potential referees, from which the LBC Dean and CNS unit executive officer should choose a minimum of two; all of these must meet the criteria of rank and independence described above. The candidate may also specify up to two individuals not to be solicited, and this request must be respected. The LBC Dean and CNS unit leader will then add additional names not suggested by the candidate to make up the full list of those to be asked for letters; the candidate will not be told the identities of any of the individuals on the final list. The final number of letters received from referees chosen by the LBC Dean and CNS unit leader must match or exceed the number received from individuals on the candidate’s list.