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

March 1, 2013

Contents

Introduction ...........................................................................................................................................2
Renewal of Appointment after 3rd Year Review ................................................................................3
Promotion to Associate Professor with Tenure ....................................................................................4
Promotion to Professor .........................................................................................................................6
External Evaluators .............................................................................................................................8
Outline of the Review Process ...........................................................................................................9

This document captures our current agreement about RPT criteria and policies for faculty with majority
LBC and minority HST appointments. It is intended to be an organic document that can be revisited,
revised, and improved at any time by mutual agreement of the colleges and departments involved.
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 the Department of History (HST) in the College of Social Science (CSS). Promotion in both units 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. In each case it is expected that there will be a memorandum of understanding (MoU) between the individual, LBC, HST and CSS. The MoU should indicate the procedure used to ensure joint participation of the HST in annual evaluation and the RPT decision, e.g., formation of a joint committee, the submission of independent reviews that are then merged, and/or joint consultations with the faculty member.

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 the Department of History. The teaching responsibilities of LBC faculty members and of many HST faculty members are generally two courses per semester; faculty with joint appointments in LBC and HST will ordinarily teach a mix of graduate and undergraduate courses within HST. Following the LBC procedures, faculty with majority appointments in LBC have their teaching:research:service weighted as 5:4:3 during annual evaluations. HST will use its own standard weighting scheme for the joint appointee, bearing in mind the fraction of the overall appointment that resides in HST.

The character of scholarly contributions and the appropriate benchmarks for evaluating them (e.g. average grant size, typical rate of publication) varies among disciplines. Hence, for each LBC joint hire, LBC, HST and CSS should communicate through a memorandum of understanding RPT expectations in each unit/college. In all cases, scholarly publication and national impact (as demonstrated, e.g., through publications, conferences, and citations with national scope) are essential, and efforts to generate external funding are expected.

Given the interdisciplinary and teaching-focused nature of LBC, each RPT 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 LBC, History and 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 the order in which the metrics are listed. 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.
- 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.
- Teaching awards, honors, or special recognitions.
- Grant proposals relevant to instruction.
- Leadership of innovative study abroad/away opportunities.
- Other material that the faculty member feels is germane to the support of instruction.

Scholarship/Research:

Standards for scholarship/research for reappointment are defined by History’s bylaws available at http://history.msu.edu/people/faculty-documents/ (password: msuhistory). History’s bylaws state, that candidates must demonstrate a strong ongoing commitment to scholarship, evidenced by significant progress towards a book-length manuscript, by scholarly articles and presentations at professional meetings, and by an attempt to generate external funding. The emphasis in evaluation will be more on the quality than on the quantity of the candidate's work.

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. Papers based on research done at MSU should have been published or submitted to appropriate journals.
Service/Leadership

Assistant professors in Lyman Briggs College as well as in HST are expected to play a role in internal service responsibilities. There should be demonstrated interest in and growing contributions to LBC and/or HST departmental service. Likewise, there should be demonstrated interest in and growing engagement with the candidate’s national disciplinary community (or communities) 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 the order in which the metrics are listed. 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.
- 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.
- Teaching awards, honors, or special recognitions.
- Grant proposals relevant to instruction.
- Leadership of innovative study abroad/away opportunities.
- 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(s) 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 focused on undergraduate education.

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.

Standards for scholarship/research for promotion to associate professor are defined by History’s bylaws available at http://history.msu.edu/people/faculty-documents/ (password: msuhistory). Bylaws state that candidates must demonstrate a maturing commitment to scholarship, normally evidenced by original contributions in the form of a significant book published or to be published by a rigorous university press or non-university press known for excellence in a field and by peer reviewed scholarly journal articles. Candidates should also provide evidence of a future significant book project and attempts to generate external funding through grant application. The emphasis in evaluation will be more on the quality than upon the quantity of the candidate's work.

A book is minimally defined as a completed manuscript, which has been reviewed by readers, and a contract stating a firm commitment by a press to the project with an expected publication date in the near future.

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 history or history pedagogy 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 HST 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 disciplinary societies or journals, involvement with funding organizations (proposal reviewing and panel participation), reviewing of research papers, or organization of scholarly 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.

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 the order in which the metrics are listed. 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.
- 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.
- Teaching awards, honors, or special recognitions.
- Grant proposals relevant to instruction.
- Leadership of innovative study abroad/away opportunities.
- 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(s) and/or pedagogical research.

This must be demonstrated by continuing publication in leading disciplinary journals and other outlets; ongoing 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 their field(s), with the promise of continued significant contributions post-promotion.

Standards for scholarship/research for promotion to professor are defined by History’s bylaws available at http://history.msu.edu/people/faculty-documents/ (password: msuhistory). Bylaws state that candidates must have a record of substantial publication since promotion to associate professor, normally in the form of a significant book published or to be published by a rigorous university press or non-university press known for excellence in a field and by peer review scholarly journal articles. Candidates should also provide evidence of attempts to generate external funding. The emphasis in evaluation will be more on the quality than upon the quantity of the candidate's work.

For promotion to professor, a book will be minimally defined as a completed manuscript, which has been reviewed by readers, and a contract stating a firm commitment by a press to the project with an expected publication date in the near future.

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(s). Within the university, the candidate must show successful, continuing leadership and service contributions in LBC or the CSS 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 professional societies or journals, engagement with funding organizations (proposal reviewing and panel participation), organization of scholarly 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, CSS, and the CSS 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.

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

University expectations for external evaluations are detailed in section IV of the Faculty Handbook. 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(s) overall, and to help the review committees in evaluation of the candidate’s stature. Thus, letters should be obtained from a range of knowledgeable leading scholars at peer institutions and with the objective of evaluating the specifics of the candidate’s research, its broader disciplinary (and/or interdisciplinary) impact, and if applicable, scholarship of teaching and learning impact. All of these evaluators 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. As a general rule, an external reviewer must at least hold the academic rank for which the candidate is being considered, i.e. an associate professor cannot review one being considered for professor.

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 must include:

a. the University’s statement on confidentiality, as contained in the policy "Confidentiality of Letters of Reference for Reappointment, Promotion and Tenure Recommendations"
b. a request to disclose any potential conflicts of interest
c. a description of the candidate’s assignment, including, for example, the percentage of the appointment devoted to research/creative activities, teaching, service, etc.
d. a request to assess:

1) the candidate in comparison to others in her/his cohort nationally, and
2) the extent and quality of the scholarship of the candidate, including its contribution to the discipline.
There should be a minimum of four and, ordinarily, a maximum of six letters from individuals outside MSU. If the candidate’s research portfolio includes interdisciplinary work or a mix of social science 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 HST Chair 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 HST Chair 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 CSS unit leader must match or exceed the number received from individuals suggested by the candidate.

Outline of the Review Process
In brief, the review process proceeds as follows.
1. As described in detail in http://www.lymanbriggs.msu.edu/faculty/faceval.pdf. Lyman Briggs College will form a Promotion Review Committee consisting of two faculty members from LBC and one from HST. The committee writes a report on the candidate’s teaching, research and service; the report is given both to the LBC Dean and to the HST Chair.
2. The LBC tenure-stream faculty and the appropriate body within the joint appointment department each independently discuss and vote upon the candidate, according to the established procedures of the unit. LBC will invite the member of the PRC from the joint appointment department to attend its meeting of the tenured faculty, to ensure that the perspective of the joint appointment department is heard. The LBC Dean and the HST Chair will share the outcomes of the discussions and votes with one another.
3. The LBC Dean will draft the Chair’s report for Form D and invite the HST Chair to serve as a co-author. Both will need to approve the report and to record their recommendations on the front page of Form D.
4. The LBC Dean will then submit Form D and the other materials to the CSS Dean’s Office for review and approval, according to the CSS procedures for minority joint appointments.
5. In parallel, the LBC Dean will submit the case to the LBC Dean’s RPT Advisory Committee for review (see details in http://www.lymanbriggs.msu.edu/faculty/faceval.pdf) and receive written feedback from that body.
6. The LBC Dean will draft the Dean’s report for Form D and invite the CSS Dean to serve as a co-author. Both will need to approve the report and to record their recommendations on the front page of Form D.
7. The LBC Dean will submit the case to the Office of the Provost and ultimately meet with the representatives of the Office of the Provost to discuss the case.

Elizabeth H. Simmons 3-1-13

Walter Hawthorne, Chair and Professor, Department of History 3-1-13