

# Memorandum

To: All Faculty

From: The P&T Committee; Michael Crosser, Chair

Date: 24 June 2020

Please refer to Section IV.6 in the Faculty Handbook for the description of the faculty evaluation process. As described in IV.6.1, the evaluation of those whose primary responsibility is teaching will be based on the three areas: Teaching Effectiveness, Professional Achievement, and Service to Linfield, their profession, and the community. Evaluation of librarians will be based on Professional Effectiveness (not teaching effectiveness), Professional Achievement, and Service to Linfield, their profession, and community.

The dossier (P&T eFile) submitted by a candidate for tenure and/or promotion (associate or full) will be an electronic file within the Blackboard environment. The candidate and the Academic Affairs Office will be the only ones with administrative capability – including uploading documents. Please ensure that documents (pdf format only) in the P&T eFile are written in a readable font, style, and size. To assist the candidate, the copier in the Office of Academic Affairs will be setup to facilitate scanning of documents (creating a pdf version) and sending them to the candidate's Linfield email account.

The Office of Academic Affairs will provide candidates with a template (in Blackboard) for constructing their P&T eFile along with instructions on how to use it – including how to upload a document (pdf format only) and grant access (read only) to their eFile. In addition, Amy Scholer is happy to provide individual tutorials to candidates.

If you have questions about the content of a P&T eFile, please ask me (chair of the P&T Committee) or a division representative. Questions regarding the logistics of managing a P&T eFile within the Blackboard environment should be sent to the Office of Academic Affairs (Amy Scholer or Meridith Symons). We are all happy to help.

## eFile

The contents of the eFile should be limited to 500 pages (approximately the number of pages that fit in a physical 3-ring binder used of old). The eFile should include the following information in the order described. The Blackboard template consists of seven content folders – one for each of the sections described below (mirroring the physical binder of old). Within a content folder, please place all materials (pdf format only) in the order outlined. Please place chronological material in order, most recent first.

### Section 1. General Information

- Letter of nomination for promotion and/or tenure.
- Copy of the letter stating your initial contract of employment at Linfield.  
Note: Uploading the contract is optional prior to the date files close to all but the candidate.

- For those applying for tenure: a copy of the memorandum describing changes to the Mandatory Period of evaluation, due to COVID19.
- Discipline Specific Guidelines. Your department's **approved** (by the P&T Committee and The Provost) Discipline-Specific Guidelines (Note: if your guidelines are not approved, they will be placed in Section 7). Please recall IV.6.1.4.3 of the Faculty Handbook *Use of the document*:

The Promotion and Tenure Subcommittee will use the document containing the guidelines as the discipline-specific interpretation of Sections IV.6.1.1, IV.6.1.2, and IV.6.1.3 in the Faculty Handbook, and therefore use the guidelines to evaluate the materials submitted by candidates within that discipline.

Please note that the guidelines do not replace your narrative self-appraisal or colleague appraisals. In your narrative, colleague appraisals and Sections 2, 3, and 4 described below, please provide cross references to the material in the guideline. Drafts of guidelines (yet to be approved by the P&T Committee and the Provost) belong in Section 7.

- Resume or Curriculum Vitae.
  - Please keep in mind that your audience is the P&T Committee and the Provost, and not your professional peers. As such, it might be appropriate to annotate your CV to provide clarification. For instance, short statements describing how peer review happens in your particular field is often useful, as these differ from field to field. We do not want anyone to assume standards that are not correct.
  - Please organize your CV so that it includes the three categories: Teaching Effectiveness, Professional Achievement, and Service to match their order in your narrative.
  - Please differentiate between items done prior to your last promotion and/or tenure, as well as work done prior to joining Linfield. Include such items as your educational background, professional experience, presentations, honors, awards, grants, publications, exhibits, and recitals. Please include relevant dates.
- Brief description of your current duties, particularly if you hold a dual position or administrative obligations beyond those of a standard faculty position.
- Narrative self-appraisal of your teaching effectiveness, professional achievement, and service. Do not simply describe what has already been listed in your CV or in Sections 2, 3 and 4 described below; use this self-appraisal to reflect critically on your activities and accomplishments.
  - Your self-appraisal is an **essential** component of your file and is not replaced by the discipline-specific guidelines. It is important to fully explain and provide context for choices in your Teaching Effectiveness, Professional Achievement, and Service.
  - A subsection on Teaching Effectiveness should explain your personal Teaching Philosophy, as well as a reflection on your growth in that area. Often, quotes from student evaluations can provide strong support of your teaching.
  - A subsection on Professional achievement provides an opportunity to tell the story of your career and the impact of your professional endeavors/achievements. Provide sufficient background of your professional expertise to contextualize your work and trajectory. Introduce pieces of evidence (to be shown in Section 3) and perhaps connect seemingly disparate aspects of your research.

- A subsection on Service can showcase the deliberateness of your choices of service opportunities. In some cases, one's expertise can provide insight to areas of service.
- A subsection on Professional Plan. Please note that the self-appraisal form (Appendix F) includes a request for a professional plan that extends to the next review. In the language of the handbook, tenure is a future-oriented decision:
 

IV.6.7.5 Tenure. . . Although it inevitably relies on accomplishment to date, the granting of tenure is a future-oriented decision. As such, it represents a confident prediction by the college that (a) the individual will continue to do outstanding work in the three evaluation categories described elsewhere in this handbook, and (b) there will be a significant degree of professional compatibility between the individual's contributions and the needs of the college.

Your professional plan will assist the P&T Committee in making its recommendation. It is *very important*. The plan should highlight your sense of your overall trajectory at Linfield, meaning that you reflect upon your anticipated growth in the three areas of Teaching Effectiveness, Professional Achievement, and Service. The period until the next review for assistant professors and associate professors covers the next three years; and for full professors, the next five years (See Section IV.6.3, Evaluation Schedule).

- Make your case, but please try to be concise: the committee is very interested in your self-appraisal, yet interest declines as length increases beyond a certain point. Narratives are often between 20-30 pages; however, this number should not be viewed as a minimum or maximum. The committee will read whatever is provided to gain a fuller understanding of you as a candidate.
- Fall Meeting Summary. Summary of your most recent professional development meeting with the Provost and member of the P&T Committee. This is the meeting scheduled during the Fall semester when applying for tenure/promotion.

## **Section 2. Teaching Effectiveness**

Please refer to Section IV.6.1.1 Teaching Effectiveness, in the Faculty Handbook for more information on teaching effectiveness in the context of faculty evaluation. Please note that the discipline-specific guidelines do not replace the contents of this section.

- List of courses taught since you were hired or since your last affirmative promotion or tenure decision, organized by year with the most recent semester or term first. Include course titles, enrollments, and (the first time a course is listed) the type of course (e.g. Linfield Curriculum, January Term, departmental major requirement) as well as a brief description (one or two sentences) of each course.
- Brief description of your advising responsibilities and load, noting how many advisees are majors or minors in your department and how many are undecided or general advisees. Note: this information need not be included in narrative.
- A subfolder for Student Evaluations.

You may also include artifacts that help provide a deeper understanding of topics addressed within the narrative. If you wish to highlight efforts from multiple courses, combine them into a

single document. You may wish to include learning objectives for students, sample syllabi, choice of teaching methods, evaluation methods, use of writing and other kinds of assignments, introduction of alternative pedagogy, your role in departmental curriculum development, new courses you have developed, examples of examinations or other assessment materials, and any other information you feel is appropriate in a discussion of your teaching. Some of these materials will be more relevant depending on the details of your Discipline-Specific Guidelines.

The subfolder for Student Evaluations will be used to house student evaluations from all courses taught since you were hired or since your last affirmative promotion or tenure decision. The exception are optional evaluations from Spring 2020, which may be excluded from the file. Please create a separate content folder for each course, and organize each course's evaluations in chronological order, most recent first. Please contact the Office of Academic Affairs (Amy Scholer or Meridith Symons) if you have questions regarding logistics.

Regarding online student evaluations, the candidate is responsible for uploading the pdf versions of the CourseEval Reports to their Teaching Effectiveness Folder.

Regarding paper student evaluations, the Academic Affairs's Office will create a separate pdf file for each class. They will be sent to the candidate who will be responsible for uploading them to their Teaching Effectiveness Folder.

### **Section 3. Professional Achievement**

Please refer to Section IV.6.1.2 Professional Achievement, in the Faculty Handbook for more information on professional achievement in the context of faculty evaluation. Please note that the discipline-specific guidelines do not replace the contents of this section. These are the artifacts from the description of publications, grants, projects, etc. from the narrative.

- Description of professional projects. Collaborative projects must be identified as such. In each collaborative project, you must explain your role in the conceptualization, design, and implementation of such in the project, and your role in the dissemination of results where applicable.
- Description of publications. Clearly identify peer-reviewed publications; identify any non-peer reviewed work as such. Moreover, identify any work that has been solicited from an editor, publisher, or the like; this must be accompanied by a clear statement from the editor or other principal party. Unsolicited contributions to newspapers, magazines, and the like must be clearly represented as such.
- Description of grants. Works of a contractual nature, including external grants, should be accompanied by a copy of the written contract or grant award.

Do not include works in progress, or incomplete works. A forthcoming work may be included, provided that all steps except publication have been completed; this must be accompanied by a clear statement of intent to publish from the editor, publisher, or the like. (Works in progress should be described in the Professional Plan).

### **Section 4. Service**

Please refer to Section IV.6.1.3 Service, in the Faculty Handbook for more information on service in the context of faculty evaluation. Please note that the discipline-specific guidelines do not replace the contents of this section.

- A description of all college committee service since you were hired or since your last affirmative promotion or tenure decision.
- A description of departmental committee service during this same period.
- A description of other college-related service during this same period.
- A description of service to your discipline or profession.
- A description of service to your local community (outside of Linfield) during this period.

### **Section 5. Colleague Evaluations**

Please note that the discipline-specific guidelines do not replace colleague evaluations. Your colleague evaluations will assist the P&T Committee in making its recommendation.

- Current evaluations from all tenured departmental colleagues.
- Letters from non-tenured colleagues (who may submit a letter for your file, but are not required).
- Letters from non-departmental colleagues, inside or outside Linfield, with whom you have taught or engaged in other professional interaction.

### **Section 6. Materials from Previous Evaluations**

- Summaries of professional development meetings (signed copies must be scanned and uploaded) from previous evaluations since you were hired or since your last affirmative promotion or tenure decision. Your most recent (the meeting you will have in Fall 2020) summary belongs in Section 1.
- Self-appraisals written for earlier evaluations since you were hired or since your last affirmative promotion or tenure decision. Your most recent self-appraisal belongs in Section 1.
- Colleague evaluations from earlier reviews since you were hired or since your last affirmative promotion or tenure decision. Your most recent colleague evaluations belong in Section 5.

### **Section 7. Other**

- A draft (yet to be approved by the P&T Committee and the Provost) of Discipline-Specific Guidelines. Please cross reference it in your narrative, Sections 2, 3, and 4, as well as in colleague appraisals. Approved guidelines by the P&T Committee and Provost belong in Section 1.
- Other materials that you deem important to the P&T Committee.

If, for any reason, you believe that it is impossible for you to adhere to these file preparation instructions, you must contact the P&T Committee Chair and the Provost in writing by the deadline for declaring your candidacy for promotion or tenure (Sept. 30, 2020). Please describe why you cannot meet the guidelines and a plan for how you would prefer to construct your file.

Your plan will be reviewed by the Provost and the P&T Committee, and will be discussed with you as soon as possible.

Your Promotion and Tenure Subcommittee consists of:

Michael Crosser, Chair  
Charles Dunn, NSM  
Sonia Ticas, A&H  
Sharon Wagner, SBS  
Cheryl Langford, PDX