

**College of Arts & Sciences (CAS)**  
**Rubric for Assessing Discipline-Specific Guidelines**  
**August 2023**

**Instructions**

While assessing the discipline-specific guidelines, please keep in mind their intended use by the CAS Promotion and Tenure Committee as defined in the CAS Promotion and Tenure Policies and Procedures document:

Use of the document: The CAS Promotion and Tenure Committee will use the document containing the guidelines as the discipline-specific interpretation of the criteria in Article II, Section 1 pertaining to teaching effectiveness, professional achievements, and service to materials submitted by candidates within that discipline.

Also, please keep in mind that the CAS Promotion and Tenure Policies and Procedures document asks that discipline-specific guidelines clearly articulate departmental expectations for teaching effectiveness, professional achievement, and service.

The rubrics on the following pages are based on Article I, Section 2, Department-Specific Guidelines for Promotion and Tenure and other relevant sections of the CAS Promotion and Tenure Policies and Procedures document.

Please check whether each item in the guideline is: Satisfactory, Needs Work, or is Missing. Comments are also strongly encouraged.

## Teaching Effectiveness

Assessment Criterion	General Assessment	Comments
<p>Describes the department's understanding of what constitutes teaching success both in and out of the classroom, including attention to elements included in Article II, Section 1 (Teaching Effectiveness).</p> <p>Teaching effectiveness involves attention to several important areas, including: knowledge of and enthusiasm for the subject matter; attention to the organization of courses as it relates to the level and preparation of the students; organization and effective use of class time; high expectations for each student; respect for students' viewpoints; use of effective and fair grading methods; what students take from their courses; availability for consultation with students; and consistent and effective attention to the needs of advisees.</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Includes a statement identifying the role of colleague observations of actual class sessions.</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Guidelines describe a set of clear expectations for tenure and promotion within the discipline-specific interpretation of the standards in Article II: Faculty Evaluation Process. Please note the following:</p> <ul style="list-style-type: none"> <li>• Promotion in rank is a recognition of meritorious work in the three categories.</li> <li>• The granting of tenure is a future-oriented decision. As such, it represents a confident prediction by the university 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 university.</li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Guidelines differentiate between: Tenure, Promotion to Associate Professor and Promotion to Full Professor. Please note the following:</p> <ul style="list-style-type: none"> <li>• Standards for promotion are to be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.</li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Demonstrates the guidelines are commensurate with external institutions and agencies (such as similar institutions of higher education, professional organizations, or accrediting bodies).</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p><b>Comments on the Overall Quality of the Teaching Effectiveness Section and the Teaching Effectiveness Standards</b></p>		
<p> </p>		

## Professional Achievements

Assessment Criterion	General Assessment	Comments
<p>Describes appropriate disciplinary standards and expectations of what constitutes professional achievement, including attention to elements included in Article II, Section 1 (Professional Achievements).</p> <p>Evidence of professional achievement may include: research or creative work; publications and artistic or professional presentations; peer recognition by professional societies/organizations; study at other institutions for additional professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see Article IV of this document); and professional practice and/or development necessary to maintain competency and credentials.</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
Describes the types and expected levels of scholarship, including interdisciplinary scholarship.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
Describes the particular kinds of public scholarly products.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
Describes the types of peer review that are most common and valued within their discipline.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Guidelines describe a set of clear expectations for tenure and promotion within the discipline-specific interpretation of the standards in Article II: Faculty Evaluation Process. Please note the following:</p> <ul style="list-style-type: none"> <li>• Promotion in rank is a recognition of meritorious work in the three categories.</li> <li>• The granting of tenure is a future-oriented decision. As such, it represents a confident prediction by the university 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 university.</li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Guidelines differentiate between: Tenure, Promotion to Associate Professor and Promotion to Full Professor. Please note the following:</p> <ul style="list-style-type: none"> <li>• Standards for promotion are to be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.</li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
Demonstrates the guidelines are commensurate with external institutions and agencies (such as similar institutions of higher education, professional organizations, or accrediting bodies).	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<b>Comments on the Overall Quality of the Professional Achievements Section and the Professional Achievements Standards</b>		

**Service to Linfield, One's Profession, and the Community**

Assessment Criterion	General Assessment	Comments
<p>Defines and identifies institutional and departmental forms of service, especially those that might be unique to the department, including attention to elements included in Article II, Section 1 (Service to Linfield, One's Profession, and the Community).</p> <p>Evidence of service may include: regular and effective participation on university-wide standing committees of the faculty; effective participation in departmental and divisional affairs (including service as chair where applicable); work with student activities and organizations; direct assistance with the external relations work of the university (e.g., recruiting students, speaking to alumni groups); service to the external community using professional knowledge and skills; and service to a professional society/organization.</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Describes forms of service both inside and outside of the college to the disciplines represented by the department.</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Guidelines describe a set of clear expectations for tenure and promotion within the discipline-specific interpretation of the standards in Article II: Faculty Evaluation Process. Please note the following:</p> <ul style="list-style-type: none"> <li>• Promotion in rank is a recognition of meritorious work in the three categories.</li> <li>• The granting of tenure is a future-oriented decision. As such, it represents a confident prediction by the university 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 university.</li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Guidelines differentiate between: Tenure, Promotion to Associate Professor and Promotion to Full Professor. Please note the following:</p> <ul style="list-style-type: none"> <li>• Standards for promotion are to be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.</li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p>Demonstrates the guidelines are commensurate with external institutions and agencies (such as similar institutions of higher education, professional organizations, or accrediting bodies).</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	
<p><b>Comments on the Overall Quality of the Service Section and the Service Standards</b></p>		
<p> </p>		

**Other Assessment Criteria**

Assessment Criterion	General Assessment	Comments
Guidelines are consistent with Linfield's values as stated in the <a href="#">strategic plan</a> .	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Work <input type="checkbox"/> Missing	