Linfield University Education Department

Promotion & Tenure Departmental Guidelines

2023 Spring

[PART 1: Department Context 1](#_Toc484816946)

[PART 2: Promotion and Tenure Overview 3](#_Toc321094630)

[PART 3: Teaching Effectiveness 4](#_Toc242735316)

[3.A Promotion and Tenure Criteria: Teaching Effectiveness 5](#_Toc924273242)

[3.B Evidence of Teaching Effectiveness 7](#_Toc2045235256)

[3.C Role of Classroom Observations in Evaluation 7](#_Toc1975700353)

[PART 4: Professional Achievements 8](#_Toc514512058)

[4.A Promotion and Tenure Criteria: Professional Achievements 9](#_Toc1778266724)

[4.B Evidence of Professional Achievements 10](#_Toc1128533830)

[Tier 1 Evidence 10](#_Toc402755586)

[Tier 2 Evidence 11](#_Toc256754091)

[PART 5: Service 12](#_Toc1172867228)

[5.A Promotion and Tenure Criteria: Service 12](#_Toc1885023031)

[5.B Evidence of Service 13](#_Toc1800216434)

[PART 6: Appendix with Links 15](#_Toc534134323)

# PART 1: Department Context

Linfield University Education Department Mission Statement

*Linfield’s teacher education program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning through ongoing field experiences. Linfield’s education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.*

Linfield University Education Department Belief Statement

*We believe that a diverse and vibrant Linfield contributes to academic excellence and critical thinking.*

*We believe that systemic barriers disproportionately hurt the most marginalized people in society including people of color, people from working class backgrounds, women and people who identify as LGBTQIA+.*

*We believe that these communities must be centered in order to break down those barriers in education.*

It is important to understand that the work of a faculty member in the Education Department is governed by two main elements which are in addition to the traditional guiding elements of a university faculty member’s responsibilities. These unique additional elements are:

1. State and national program accreditation requirements as well as state licensure requirements

The work of the Education faculty is monitored by, and in many ways dictated by, bodies external to Linfield University. With respect to accreditation and state licensure requirements, Education faculty must always be mindful of addressing standards and aware of ongoing changes to licensure and accreditation requirements. As part of our accreditation, Education faculty members must participate in continuous program improvement and assessment cycles through ongoing data collection and report writing. In support of the University’s most recent [strategic plan](https://www.linfield.edu/assets/files/strategic-plan/strategic-plan-2027.pdf) (2022-2027), the Education Department is dedicated to opening nontraditional pathways and creating programs to open new pipelines towards teaching. This involves increasing the number of state-approved [endorsements](https://linfield.sharepoint.com/%3Aw%3A/s/Education%20Department/EeKZLScKjEpJr_LH4aCHR_ABFyjWRuX8yMvJXHeswiT_pA?e=a9PNiB) (additional programs of specialization that are added on to teaching licenses) available for Linfield students, including endorsements in Special Education and English to Speakers of Other Languages (ESOL). Additional programmatic offerings impact everything from course content to advising and required departmental roles and forms.

1. Relationships with partner schools and school districts

Beginning in their first Education class, Linfield students are placed in local schools for classroom aiding experiences; by the spring of their senior year, Linfield students are student-teaching full time in a local classroom. Every classroom experience for our Linfield students involves ongoing and consistent monitoring and communication by faculty members to support students and to maintain strong relationships with partner schools and school districts. This enables Linfield’s preservice teachers to gain classroom experience with the best mentor teachers available and allows Linfield faculty to participate in a mutual exchange of dialogue around best and current teaching practices. The importance of these relationships and collaborations with partner schools and districts cannot be overstated. The Education Department’s consistent and longstanding positive reputation with our partners needs constant nurturing and high levels of communication.

Further information about the influences of accreditation and relationships with partners can be found throughout this document. These unique elements of the Education Department can be seen across the areas of teaching effectiveness, professional achievements, and service.

# PART 2: Promotion and Tenure Overview

To be successful, candidates for tenure or promotion must meet the expectations of the department and university in each of the three areas of teaching effectiveness, professional achievements, and service. The Linfield Faculty Handbook (IV.6.2) defines teaching effectiveness as the most important of the three evaluation categories for the purposes of tenure and promotion, a position that the Education Department recognizes and supports, but the Handbook also makes clear that candidates must demonstrate excellence in all three areas. At each evaluation of a candidate's portfolio, the Education Department will be looking for continuing and ongoing efforts in teaching effectiveness, professional achievements and service.

As stated in the Faculty Handbook (Section IV.6.7.5):

“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 university that (a) the individual will continue to do outstanding work in the three evaluation categories [Teaching Effectiveness, Professional Achievements, and Service], and (b) there will be a significant degree of professional compatibility between the individual’s contributions and the needs of the university.”

The Education Department values an integrated approach in which our faculty members blend teaching effectiveness, professional achievements, and service to the University and community. Below we outline and describe examples for each of the three categories as well as criteria for promotion and the granting of tenure. We do not intend to exclude all other possible activities or forms of evidence. It is incumbent on the candidate to explain how any activity, whether listed as an exemplar or not, meets the Department’s expectations for the category the candidate has chosen to include it in. It is also the candidate’s responsibility to reference the Faculty Handbook and the most current [P&T eFile preparation guidelines](https://inside.linfield.edu/_files/academic-affairs/2020-eFile-Preparation-Instructions1.pdf) when preparing and organizing materials for their portfolio in order to include any required evidence.

Granting of Tenure

In general, Education faculty apply to be promoted from Assistant to Associate Professor and earn tenure at the same time. Anytime a candidate is applying for tenure at the same time as a promotion, the tenure requirements will be the same as the requirements for the simultaneous promotion.

* For example, for a faculty member at the Associate Professor rank who is applying for tenure only, refer to the standards for Promotion to Associate Professor.
* For example, for a faculty member at the Associate Professor rank who is applying for tenure and promotion to Full Professor simultaneously, refer to the standards for promotion to Full Professor.

# PART 3: Teaching Effectiveness

Education faculty are expected to be excellent teachers, knowledgeable in their fields, effectively communicating their knowledge to others, and using appropriate pedagogy that fosters students’ intellectual growth. Effective teaching includes working with students within and beyond the classroom.

Consistent with the Faculty Handbook (Section IV.6.1.1) faculty must demonstrate teaching effectiveness in several important areas, including\*:

1. Knowledge of and enthusiasm for the subject matter
2. Attention to the organization of courses as it relates to the level and preparation of the students
3. Organization and effective use of class time
4. High expectations for each student
5. Respect for students’ viewpoints
6. Use of effective and fair grading methods
7. What students take from their courses
8. Availability for consultation with students
9. Consistent and effective attention to the needs of advisees.

\*While numbered here as in the Faculty Handbook, and for easy reference, the numbers listed above (and below) do not indicate any prioritization of these elements of Teaching Effectiveness.

The Education Department highlights two additional areas where teaching effectiveness must be demonstrated among its faculty:

10. Addressing Relevant Standards

All Education faculty are expected to model and teach elements of relevant and discipline-specific standards including:

* Teacher Standards and Practices Commission ([TSPC](https://www.oregon.gov/tspc/Rules/Pages/TSPC-OAR.aspx)) Administrative Rules and Statutes
* Interstate Teacher Assessment and Support Consortium ([InTASC](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)) Standards
* Teaching English to Speakers of Other Languages ([TESOL](https://www.tesol.org/media/v33fewo0/2018-tesol-teacher-prep-standards-final.pdf)) Standards
* Oregon Department of Education ([ODE](https://www.oregon.gov/ode/educator-resources/standards/pages/default.aspx)) Academic Content Standards such as Common Core State Standards, Next Generation Science Standards
* Council for Exceptional Children ([CEC)](https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators) Initial Practice-Based Professional Preparation Standards for Special Educators
* Linfield Education Department [Conceptual Framework](https://www.linfield.edu/education/caep-accreditation.html): Learning Theory & Content Knowledge, Advocacy for All Learners, and Refection & Action
* Learning for Justice [Social Justice Standards](https://www.learningforjustice.org/sites/default/files/2022-10/WEB-LFJ-Social-Justice-Standards-October-2022-10282022.pdf)
* Social and Emotional Learning Standards ([CASEL](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/))
* Oregon Standards on Dyslexia and Reading Difficulties ([OARS 584-420-0016](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=284128))
* Oregon Standards on Reading Instruction ([OARS 584-420-0015](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=298977))
* Linfield University [Mission Statement](https://www.linfield.edu/about/mission.html)

Evidence of how these standards are taught and assessed should be found in all Education Department syllabi. Courses and course materials must be carefully aligned to meet our program goals and accreditation requirements. Attention to this careful alignment also helps to prepare students for required licensure exams and assessments.

11. Advising and Consultation with Students

Expanding on areas 8 and 9 above, the Education Department expects its faculty members to be engaged in academic advising, which can be time and labor intensive due to program and licensure requirements. Consistent, proactive student advising is a hallmark of the Teacher Education Program at Linfield, and a highly valued responsibility of faculty. In addition to academic advising that supports students to meet Linfield University requirements, Education faculty help students to navigate scheduling challenges dictated by time sensitive requirements related to student teaching like fingerprinting, background checks, passing National Evaluation Series ([NES](https://www.nestest.com/)) standardized tests, and other assessments for teacher licensure. Education students spend their entire senior year engaged in student-teaching experiences, so all other classes and extracurriculars (e.g., athletics, study abroad) must be carefully planned around student-teaching through highly personalized advising.

## 3.A Promotion and Tenure Criteria: Teaching Effectiveness

Promotion to Associate Professor

Candidates for promotion to Associate Professor should have demonstrated a positive trajectory of teaching effectiveness that is based upon thoughtful reflection and assessment of their teaching inside and outside of the classroom. Candidates will be able to show evidence of a majority of the teaching effectiveness areas listed above (nine from the Faculty Handbook and two department-specific for a total of 11). Candidates are expected to have begun making contributions beyond their own classes to the broader curricular and programmatic needs of the department.

Promotion to Professor

As faculty in the department are encouraged to find and pursue their own style and pedagogical techniques as part of their professional identity, special merit in the area of teaching effectiveness can manifest itself in a variety of ways. Demonstrating special merit in teaching effectiveness generally extends beyond one’s own classroom practices and shows a significant positive impact within the Linfield community and perhaps beyond. Examples may include:

* Consistent evidence addressing all teaching effectiveness areas (nine from the Faculty Handbook and two department-specific for a total of 11)
* Significant contribution to the curriculum (e.g., off-campus course development, teaching INQS, developing new courses for the Education program curriculum)
* Collaboration with colleagues on multi-section courses and across program curriculum including strong communication, consistent terminology and resource-sharing
* Significant redesign of established courses with respect to content, pedagogy, alignment with new standards
* Mentoring colleagues, adjuncts, university supervisors to develop their instructional abilities
* Providing leadership in program-wide curriculum design and delivery
* Innovations in teaching pedagogies that contribute to the broader community (e.g., evidence of innovations that are then adopted by other faculty members at Linfield or colleagues at other institutions)
* Sharing pedagogies, teaching strategies, and assessment expertise with Linfield colleagues through facilitating professional development opportunities (e.g., Faculty Observation Group, Faculty Teaching Learning Lunch, professional development community)
* Receipt of teaching awards

## 3.B Evidence of Teaching Effectiveness

Evidence of teaching effectiveness must include student evaluations, colleague observations, and department director evaluations. Student evaluations will be made via the university-wide course evaluation process.

In addition to an analysis of student evaluations, candidates may also include examples of the following evidence to enhance the committee’s understanding of the candidate’s teaching effectiveness:

* course materials like annotated syllabi or assessments
* summaries of evaluations by student teachers supervised by the candidate
* supplemental comments or letters from faculty, alumni and students
* adapting teaching styles and pedagogical approach to the context of the course and/or students’ needs or feedback from course evaluations
* reflection on context for course goals including reasons why pedagogical approaches may stay the same even in the face of student feedback
* a trajectory of teaching techniques over time that indicates thoughtful reflection on the candidate’s teaching methods
* development of new courses or curricula
* teaching non-departmental courses, including those within the Linfield Curriculum
* significant redesign of established courses with respect to content, pedagogy, alignment with new standards
* active involvement in student mentoring activities (e.g., student-teaching supervision, helping students prepare job or scholarship application materials)
* narrative regarding the number of advisees, student teaching supervision, self-reflection of teaching progress and development, etc.
* personal reflection and/or participant feedback regarding facilitation of professional development on pedagogy and/or assessment

It is highly recommended that in their narrative self-appraisal, the candidate articulates specific pieces of evidence and the reasoning behind their inclusion in the portfolio.

## 3.C Role of Classroom Observations in Evaluation

Colleague evaluations of teaching effectiveness will be made primarily based on discussions with the candidate and at least one classroom visit. As opportunities for growth, classroom observations should include pre- and post-observation discussion of the candidate’s classroom goals and reflection on how well those goals are being met. Tenured faculty will make every effort to attend multiple courses over the probationary period to document progress in teaching. Faculty evaluations of colleagues should document knowledge of and enthusiasm for the subject matter, organization and effective use of class time, and respect for students’ viewpoints.

Untenured faculty are observed by all tenured department members at least once prior to going up for tenure and observed at least once each year by the department director. Associate Professors are observed by all tenured faculty at least once before going up for promotion to Full Professor.

# PART 4: Professional Achievements

We value an integrated approach to the work of an Education faculty member’s professional life, in which faculty blend teaching effectiveness, professional achievements, and service to the university and community. In particular, scholarly activity and professional achievements are closely connected to, and serve to inform, our quality of teaching and the development of our program. As such, it is our responsibility as Education faculty members to consistently stay engaged in ongoing professional learning and scholarly pursuits.

Consistent with the Faculty Handbook (Section IV.6.1.2) faculty must demonstrate professional achievements in several important areas, including\*:

1. research or creative work

2. publications and artistic or professional presentations

3. peer recognition by professional societies/organizations

4. study at other institutions for additional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline

5. professional practice and/or development necessary to maintain competency and credentials

\*While numbered here as in the Faculty Handbook, and for easy reference, the numbers listed above do not indicate any prioritization of these elements of Professional Achievements. The Education Department does not view the above list as exhaustive, nor is it understood to serve as a checklist.

## 4.A Promotion and Tenure Criteria: Professional Achievements

Promotion to Associate Professor

Candidates for promotion to Associate Professor should have demonstrated a positive trajectory of professional achievements that is based upon thoughtful reflection and assessment of their professional identity and scholarly plan. Candidates must show evidence of at least one Tier 1 professional achievement example listed below, and at least 5-7 of the Tier 2 professional achievement examples listed below. Within Tier 2, examples do not need to represent separate bullet points but at least three bullet points need to be represented. For example, attending four conferences, reviewing one article, and working with an undergraduate on research would be evidence of six Tier 2 examples; solely attending six conferences would not be.

Additionally, if candidates for promotion to Associate Professor have more than one example from Tier 1, any additional Tier 1 examples beyond the requirement can be used towards the count of Tier 2 examples. For example, three pieces of evidence in Tier 1 could be considered as one Tier 1 example and two Tier 2 examples if the candidate deems that to be an appropriate representation of their professional achievements, thus decreasing the number of examples needed from Tier 2 by 2.

|  |
| --- |
| **Promotion to Associate Professor** |
| **Tier 1** | **Tier 2** |
| 1 example minimum | 5-7 examples from three different areas |

Promotion to Professor

Candidates for promotion to Full Professor must meet the criterion of special merit. The Education Department expects candidates at this level to provide evidence of a continued and ongoing program of professional achievement. Special merit in the area of professional achievements can manifest itself in a variety of ways and is generally evidenced by greater visibility, recognition and continued scholarly engagement. Candidates must show evidence of at least 2-4 of the Tier 1 professional achievement examples since their last promotion and at least 5-7 of the Tier 2 professional achievement examples since their last promotion. Within Tier 1 examples need to represent at least two different bullet points. Within Tier 2, examples do not need to represent separate bullet points but at least three bullet points need to be represented. For example, attending four conferences, reviewing one article, and working with an undergraduate on research would be evidence of six Tier 2 examples; solely attending six conferences would not be.

Additionally, if candidates for promotion to Full Professor have more than 4 examples of evidence from Tier 1, any additional Tier 1 examples beyond the requirement can be used towards the count of Tier 2 examples. For example, five pieces of evidence in Tier 1 could be considered as four Tier 1 examples and one Tier 2 example if the candidate deems that to be an appropriate representation of their professional achievements, thus decreasing the number of examples needed from Tier 2 by 1.

|  |
| --- |
| **Promotion to Full Professor** |
| **Tier 1** | **Tier 2** |
| 2-4 examples from two different areas | 5-7 examples from three different areas |

## 4.B Evidence of Professional Achievements

When seeking to understand and clarify the examples of professional achievements listed in Section IV.6.1.2 of the Faculty Handbook (see above), the Education Department views the list within the context of the discipline of teacher education and the achievements not only common to our field but also the ways we value disseminating scholarly knowledge. To clarify examples of professional achievements valued by the Education Department, common measures of a faculty member’s professional achievements can be categorized across two tiers. The lists below are not exhaustive, and they are not meant to serve as a checklist. Within each tier, the order of examples does not indicate any prioritization of elements of one’s Professional Achievements.

The Education Department values collaboration and recognizes that it is not uncommon for publications and presentations to be the work of multiple authors or contributors. The Education Department acknowledges that the order in which authors or presenters are listed is not necessarily directly related to the relative contributions of each collaborator. It is incumbent upon the candidate to explain the role of any collaborators in joint ventures.

### Tier 1 Evidence

Tier 1 Evidence is considered to be scholarly activity that is shared widely through publication, presentation or other dissemination methods. The Education Department emphasizes the importance of a candidate’s engagement in the intellectual life of their field of study beyond the boundaries of the campus community.

* Publication of peer-reviewed book chapter, professional journal article, curriculum
* The Education Department does not distinguish between works that have been published and those that have been accepted for publication at the time of candidacy.
* Presentation at peer-reviewed professional conference, seminar, or colloquium
* Invited colloquium, panel, or plenary speaker at peer-reviewed professional conference
* Publication of a manuscript (not just abstract) in conference proceedings
* Collaboration on original research with undergraduate or graduate student(s) leading to publication or external presentation, including poster sessions
* Authorship or co-authorship of a textbook
* Authoring a book review that is published in a peer-reviewed journal or periodical
* Successful proposal for external grants that has gone through a peer-reviewed process
* Serving as general editor of a book or monograph or series editor for journals and/or publishers; or serving as a guest editor for one or more issues of a journal
* Primary facilitator of research-based professional development workshops at the regional, state or national level
* Collaboration with partner(s) such as K-12 districts, Oregon Department of Education, Teacher Standards and Practices Commission (TSPC), Regional Educator Network (REN), US Department of Education on initiatives, projects, or research
* The Education Department encourages the inclusion of letters from partners (e.g., teachers, curriculum developers, administrators) which explain the nature and impact of the collaboration.

### Tier 2 Evidence

The following activities are also considered to be an indication of continuous professional achievements.

* Conducting research with undergraduate or graduate student(s)
* Serving as a reviewer of professional journal articles, papers, books, or grant proposals
* Serving as a reviewer of professional conference proposal submissions
* Providing written or oral testimony to legislators, education governing boards, etc.
* Authoring of document that applies knowledge to improve professional practice (e.g., editorials, newspaper/newsletter articles)
* Active involvement in professional organization
* Attending a state, regional, or national conference
* Attending course or workshop relevant to one’s professional identity and professional practice
* Primary facilitator of research-based professional development workshop at the local level
* Submitting a grant or fellowship application (although not ultimately funded)
* Submitting a manuscript for publication (although not yet accepted for publication)
* Serving as a dissertation committee member
* Chairing or co-chairing a professional conference or strand of a conference
* Receiving an award for scholarly or creative work
* Other evidence of ongoing professional activity

# PART 5: Service

The most important aspect of the expectations for service within the Education Department is that service begins in the department and extends outward from there. In particular, the expectations for tenure and promotion to associate professor are mainly centered on departmental activities. The expectations for promotion to Full Professor include departmental, university-wide, and community initiatives.

Consistent with the Faculty Handbook (Section IV.6.1.3) faculty must demonstrate service in several important areas, including\*:

1. regular and effective participation on university-wide standing committees of the faculty

2. effective participation in departmental and divisional affairs (including service as chair where applicable)

3. work with student activities and organizations

4. direct assistance with the external relations work of the university (e.g., recruiting students, speaking to alumni groups)

5. service to the external community using professional knowledge and skills

6. service to a professional society/organization

\*While numbered here as in the Faculty Handbook, and for easy reference, the numbers listed above do not indicate any prioritization of these elements of Service.

## 5.A Promotion and Tenure Criteria: Service

Promotion to Associate Professor

Candidates for promotion to Associate Professor should have a consistent record of participation in departmental activities. In particular, they should be active with many of the items listed below under Service to the Department. Candidates should be able to demonstrate a positive trajectory of service that is beginning to expand their focus to include college- or university-wide service or activities which serve the community. Candidates are expected to have begun making contributions beyond the Education Department to the broader college, university and community needs.

Promotion to Professor

For candidates applying for the rank of Full Professor, it is expected that they have not only been an active participant in departmental activities but have been engaged in college- and university-wide initiatives and service to the community in the period since their last promotion. Moreover, in order to achieve special merit in the category of service, some notion of leadership should be involved. This could be through serving as the chair of a standing or ad hoc committee, fulfilling a department leadership role (e.g., Coordinator role), or leadership in a professional society or organization. Special merit in service may also be achieved by leading, albeit more informally, a significant campus-wide initiative, possibly as an active contributing member of one of the committees or groups on campus.

## 5.B Evidence of Service

Examples of service will vary according to the opportunities available, as well as the faculty member’s interest and expertise. The lists below are not exhaustive, and they are not meant to serve as a checklist. Within each category of service, the order of examples does not indicate any prioritization of elements of one’s service.

**Service to the Department**

The Education Department has a number of regular tasks which need to be performed to support program and accreditation requirements and to foster the sense of community and collaborative work environment we value as a program. These include:

* Regularly attending department meetings
* Active cooperation and participation in program review and accreditation responsibilities
* Serving on ad hoc committees and working groups (e.g., search committees)
* Fall and Spring Teacher Education Program Celebration Nights (welcoming accepted students into the Teacher Education Program and orienting them to responsibilities and dispositions)
* Fall and Spring Consortium (events where the Education Program shares current updates with members of the Yamhill County and Willamette Valley education community and seeks input from local stakeholders)
* Fall Department Open House
* Education Club Advisor
* Bilingual Teacher Scholars Advisor
* Kappa Delta Pi Education Honor Society Advisor
* Facilitation of evaluation of transfer credits for counting towards a Linfield degree

Some departmental service tasks fall within the description and responsibilities of leadership roles for which faculty are reassigned time from their teaching duties, including:

* Elementary and Secondary Coordinators: assist in hiring and assigning of university supervisors for student-teachers, review student-teaching placements, update numerous documents and calendars each semester, schedule and facilitate university supervisor professional development meetings, mediate student-teaching/placement issues, and facilitate the university supervisor evaluation process
* ESOL Coordinator: continued program development for the ESOL endorsement, assist in hiring and assigning of university supervisors for student-teachers, review student-teaching placements, update ESOL documents, mediate student-teaching/placement issues, and facilitate ongoing support for ESOL student-teachers
* Graduate ESOL Endorsement Program Director: continued program development for the ESOL endorsement, assist in hiring and assigning of university supervisors and adjuncts, review student-teaching placements, update ESOL documents, mediate student-teaching/placement issues, and facilitate ongoing support, build partnerships with school districts, market the endorsement to school districts, conduct information meetings for prospective students, maintain ongoing relationships with district administration, facilitate billing between school district and Linfield, assist in registration and technology use
* Special Education Coordinator: continued program development for the Special Education endorsement and graduate program, assist in hiring and assigning of university supervisors for student-teachers, review student-teaching placements, update Special Education documents, mediate student-teaching/placement issues, and facilitate ongoing support for Special Education student-teachers

**Service to the College and University**

* Serving as a representative on a standing faculty committee at the college or university level (e.g., Faculty Senate, Promotion and Tenure, Curriculum Committee, Budget and Finance, Student Policies)
* Serving as a member of an ad hoc committee, campus committee, or working group outside of the Education Department (e.g., curriculum, assessment, GERC Working Groups, Linfield Advising Council, Title IX)
* Special assignments within the administration, such as serving as Associate Dean of CAS
* Admissions and recruitment work
* Serving as a First Gen mentor
* Participating in the organization and/or facilitation of campus events (e.g., Academic Academy, new student orientation)

**Service to the Teaching Profession and Community**

The Education Department also welcomes service in positions beyond the college and university that contribute to the disciplines of education and teacher education, raise awareness about the work of educators, or engage students and the larger public in questions related to education. Examples of this may include but are not limited to:

* Presenting a workshop or teaching a course for a community-facing group on an education topic (e.g., Ready for Kindergarten parenting course)
* Organizing education events or activities for preK-12 students
* Adjudicating preK-12 events like science fairs, Oregon Battle of the Book competitions, etc.
* Organizing professional meetings/conferences/festivals
* Service on boards (e.g., Teacher Standards and Practices Commission, K-12 school board)
* Serving as an elected officer in professional societies or organizations

To clarify and contextualize examples of “service to the external community using professional knowledge and skills" (Faculty Handbook Section IV.6.1.3 #5), it is not uncommon for an Education faculty member to have significant overlap between Service to the Community and other aspects of their professional work. For example, the subject of a workshop presented, or a course taught for a community-facing group may be based on the faculty candidate’s scholarly work and professional agenda. For many Education faculty, an important dissemination method for research is sharing with the local and regional community of educators and schools through workshops and presentations. It is incumbent upon the candidate to distinguish between Professional Achievements and Service where appropriate and clearly describe why a particular example is listed in the chosen area of their portfolio.

\*In general, if work done in the community is done as a consultant for hire or as part of grant activity, it would normally be considered professional achievement, not service.

# PART 6: Appendix with Links

* [CAS P&T departmental guidelines](https://inside.linfield.edu/faculty-resources/departmental-guidelines.html)
* [Linfield University Faculty Handbook](https://inside.linfield.edu/_files/academic-affairs/2020-21-FACULTY-HANDBOOK-01-06-21.pdf)