

**English Department Guidelines for
Tenure/Promotion Guidelines: Literature
September 2016**

**PART I:
DEPARTMENTAL GUIDELINES FOR TENURE/ASSOCIATE PROFESSORSHIP**

Departmental statement informing tenure/promotion to associate professor:

The Department of English holds its faculty to a high standard of performance as teachers, scholars, and college citizens. Candidates for tenure and associate professorship are evaluated carefully in all three areas according to the criteria and evidentiary standards delineated below. Successful candidates effectively balance their responsibilities to their students, their discipline, and their departmental colleagues in order to deliver a coherent educational program for majors, minors and general education students.

The English Department offers two distinct majors (one in literature, one in creative writing), and also delivers the content expertise for students seeking secondary education licensure. Though considerable overlap exists in departmental expectations for faculty regardless of the major being served, the nature of professional achievement in each field differs sufficiently to require separate guidelines. What follows here applies ONLY to the faculty whose responsibility lies with the literature major.

In addition, English faculty members often serve as administrators for part of their instructional load. One faculty member holds the title of Director of Creative Writing (a position that works in tandem with the departmental chair to manage the creative writing major). Another currently holds the title of Director of Writing, which includes administration of the Linfield Writing Center. To address this mix of administrative and faculty functions, these guidelines also delineate departmental protocols for evaluating tenure and promotion candidates whose duties combine such roles.

The English Department regards the administration of the Creative Writing program and the Linfield Writing program as central to our academic mission at Linfield. In Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* (1990), he includes within the categories of academic work the term "Application," and our department recognizes such work as professional achievement (as distinct from "Service") when formal peer assessment has been brought to bear on the operation of such programs. An ever-deepening disciplinary expertise is essential to the effectiveness of those holding such positions and thus falls under our guidelines for professional achievement.

We also note that the disciplinary-specific program responsibilities aligned with such positions range over all three categories of faculty performance. The English Department thus encourages those holding them to discuss the relevant elements of their job within the applicable faculty evaluation category for promotion and tenure, as differentiated below. In turn, the dean of faculty and department chair must ensure that these program directors have the resources to secure timely outside review of their programs as concrete evidence of academic achievement in these positions.

- Teacherly activity (e. g. delivery of ENGL 315/Academic Writing and Consulting; delivery of ENGL 485/Creative Writing/Thesis; mentoring

- of peer associates and literary magazine editors; mentoring faculty engaged in writing instruction)
- Scholarly activity (e.g. maintaining and disseminating best practices within each program; contributing new knowledge to the discipline through professional venues of publication and conferences)
- Service via administrative activity (e.g. managing day-to-day operations; hiring and supervising employees)

TEACHING

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV. 6.1.1 **Teaching effectiveness** will be evaluated by students, colleagues, and the department head. Self-appraisals by the faculty member concerned will also be used in the process. The faculty member should be aware that teaching effectiveness involves attention to several important areas, including:

1. Knowledge of and enthusiasm for the subject matter
2. Attention to the organization of courses in relation to the level and preparation of the students for whom the course is intended
3. Organization and effective use of class time
4. High expectations for each student
5. Engagement with students' viewpoints while fostering a dynamic climate for academic conversation
6. Receptivity and capacity to cultivate the unique voices and materials of individual writers
7. Timely and useful feedback on student work and fair evaluation of student course performance
8. Encouragement of active student learning
9. Contribution to curricular innovation and delivery in support of the departmental learning objectives
10. Availability for consultation with students
11. Consistent and effective attention to the needs of advisees

STANDARDS AND EXPECTATIONS FOR MERITORIOUS TEACHING FOR TENURE/PROMOTION TO ASSOCIATE PROFESSOR:

Candidates must demonstrate a pedagogical philosophy that makes clear both the rationale for classroom practices and how these contribute to departmental goals for the major. This philosophy must be reflected in a candidate's continual self-evaluation, adjustment, and revision of classroom practice to enhance the learning of Linfield students. The candidate's approach to advising must reflect a similar commitment to guiding the academic trajectories of students from diverse backgrounds and mentoring their educational development.

This rationale should provide the foundational logic informing colleague appraisals. Those appraisals will draw upon the following evidence:

- A self-appraisal that makes a positive case for how a candidate's various teaching activities offer a complete and coherent demonstration of professional excellence and effective praxis that reflects the candidate's terms of appointment and/or evolving instructional responsibilities

- Patterns of numerical results on student course evaluations over time in general meet or exceed campus averages and, through written comments, offer strong evidence of student engagement in their own learning
- Positive cumulative evaluation of actual teaching performance based on yearly classroom observations by tenured colleagues (see rubric A for classroom visits)
- Positive assessment of syllabi, assignments, examinations, and sample graded essays as demonstrating the relationship of course activities to the learning outcomes associated with the goals for the major
- When available, pertinent feedback from mentored students indicating meritorious performance in supervision of theses, special projects, internships, etc.
- Contributions to departmental or college curricula that demonstrate deepening or expanded teaching competencies (examples may include but are not limited to:
 - teaching in interdisciplinary settings, including team-teaching;
 - redesigning existing courses or proposing new ones;
 - working with colleagues to redesign major or minor)
 - working with colleagues to assess and/or redesign learning outcomes, etc.

PROFESSIONAL ACHIEVEMENT

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV.6.1.2 Professional achievements will be evaluated by colleagues and by the department head. Self-appraisals in the form of written descriptions of professional activity will also be used in the process. Evidence of professional achievement may include:

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 professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see this handbook IV.11)
5. professional practice and/or development necessary to maintain competency and credentials.

STANDARDS AND EXPECTATIONS FOR MERITORIOUS PROFESSIONAL ACHIEVEMENT INFORMING TENURE/PROMOTION TO ASSOCIATE PROFESSOR:

The English Department regards “professional achievement” in literature as a broad category encompassing a variety of activities through which faculty disseminate specialized disciplinary knowledge within both scholarly forums and public venues. We expect demonstrable evidence through print publications and other forms of dissemination of a candidate’s ongoing scholarly life and sustained productivity. Such scholarly effort also includes students among its beneficiaries, both within the classroom and through collaborative research with faculty. Many combinations of the professional activities designated below would satisfy departmental standards for tenure and promotion to associate professor but all combinations must include peer-reviewed scholarly production, as discussed below. Departmental evaluation will assess the totality of a faculty member’s professional output as it demonstrates deepening disciplinary expertise and

enriches teaching performance. Responsibility for delineating the significance of one's output and its integration within one's professional role at Linfield ultimately rests with the candidate.

The English Department holds the same criteria for tenure and promotion to associate professor; the following guidelines apply equally to both evaluative categories.

1. RESEARCH OR CREATIVE WORK

The English Department recognizes the centrality of ongoing professional research that directly fosters curricular development, teaching expertise, scholarly/creative output, and academic program development and administration. This includes research conducted through sabbaticals and/or collaborative research with students. The scholarship of teaching and learning as set forth in the Boyer model (see section 4/5 below) also falls within the department's definition of meritorious research. The collective results of such intellectual work should demonstrate how ongoing scholarly engagement infuses a candidate's professional life. The department does not require a book publication for tenure and promotion but highly values such an accomplishment.

The department believes the documentary record ought to be taken as a whole; so considered, it ought to demonstrate the individual faculty member's commitment to and practice as an active scholar.

2. DISSEMINATION

The English Department regards any of the following as valid and valued dissemination of meritorious scholarly research, with peer reviewed publication prioritized first as the most concrete evidence of an ongoing and productive scholarly life.

A. Peer-reviewed publications, traditional print and new media.

The guidelines below describe expectations, under normal circumstances, for faculty beginning their post-doctoral careers at Linfield. Lateral hires, who typically join the department with existing evidence of such productivity, need to demonstrate continued productivity since hire along the lines set forth below. Not all of these kinds of publications are expected; EITHER 1 or 2 as described will be considered sufficient for tenure and promotion to associate professor.

1. At least two articles or book chapters in peer-reviewed publications. In lieu of a second article or book chapter, a substantive combination of peer-reviewed work from the list below:
 - Invited articles, essays, essay-length book reviews and the like published in academic/creative journals or other professional outlets
 - Co-authored collaborative research results published or presented in appropriate disciplinary settings
 - Contracted reference articles or book reviews in the discipline
 - Editorially selected articles appearing in popular media (print or online magazines, journals, newspapers, etc.) that reflect the faculty member's professional expertise;OR
2. A book published by an academic or commercial press as itself a professional achievement deserving of tenure and promotion to associate professor. Such volumes include: monographs; edited texts or essay

collections with a substantive introductory essay by the faculty candidate; textbooks in the field.

Note: When a candidate has completed research not yet published, the positive written evaluation of an outside reviewer in the field may be provided as evidence of its representing meritorious work deserving (and seeking) a larger venue.

B. Professional presentations.

In addition to peer-reviewed print publications (or their online variants) as specified above, the English Dept. also expects evidence that candidates have presented their research in academic venues like international, national, and regional conferences **at least every other year** since hire.

While evidence of some conference presentations in scholarly venues is a baseline expectation, other forms of professional presentation may substitute for the every-two-year guideline identified above. Examples of such presentation activity that the English Department regards as evidence of professional achievement include:

- Invited presentations on one's research to a general audience (including Linfield faculty lectures, Oregon Humanities Conversations, Delve Seminars for Portland Literary Arts; PSU Center for Public Humanities, public library or theatre company discussion leadership, etc.)
- Radio/television/online interviews/discussions invited on the basis of one's professional expertise/accomplishments
- Multimedia productions showcasing and disseminating a faculty member's professional expertise

3. PEER RECOGNITION BY PROFESSIONAL SOCIETIES/ORGANIZATIONS

- Invited presentations on one's research to selective audience, including keynote presenters at international or national conferences
- Peer-determined awards (e.g. Fulbright fellowships, "Best of" Prizes, NEH/NEA grants, Oregon Humanities Awards, etc.)
- Invitation to membership on the editorial board of a professional journal
- Invitation to organize, chair and/or respond to conferences or conference panels
- Selection for visiting faculty position at another accredited institution
- Funded grant proposals

4/5. PROFESSIONAL PRACTICE AND/OR DEVELOPMENT NECESSARY TO MAINTAIN COMPETENCY AND CREDENTIALS

Items 4 and 5 of the Faculty Handbook guidelines (IV.6.1.2.4) draw on the same set of activities within the English Department and hence we have combined them here. Evidence of professional achievement in this area include:

- Selection for study at other institutions or academic venues for professional development such as NEH seminars, scholarly residencies, faculty exchanges, etc.
- Sabbatical and post-grant reports detailing scholarly/professional activity undertaken

- New or augmented course creation as a result of ongoing research, with outside reviewer's evaluation of the resultant syllabus and course materials
- Academic program development and administration (Director of the Linfield Writing Program and Director of the Creative Writing Program) where one's disciplinary expertise demonstrably fosters best practices in curricular delivery and has been formally evaluated as doing so by an external review documenting the director's academic work as disciplinarily meritorious.
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SERVICE

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV. 6.1.3 Service to Linfield, one's profession, and the community will be evaluated by colleagues and by the department head. Self-appraisals by the faculty member will also be used in the process. Evidence of service may include:

1. regular and effective participation on college-wide standing committees of the faculty (applicable)
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 college (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
7. service to the Division of Continuing Education.

STANDARDS AND EXPECTATIONS FOR MERITORIOUS SERVICE INFORMING TENURE/PROMOTION TO ASSOCIATE PROFESSOR:

1. The English Department strongly encourages candidates for tenure/promotion to demonstrate effective participation on college-wide standing committees of the faculty or some combination of the following contributions to faculty oversight duties:
 - Serve on ad hoc campus-wide committees
 - Serve in consultative working groups with college wide scope
 - Organize faculty learning communities
 - Organize PLACE initiatives
 - Participate in Linfield Curriculum assessment groups
 - Serve on departmental and college hiring committees
 - Contribute to campus-wide diversity initiatives
2. The English Department expects members to demonstrate effective and sustained participation in departmental and divisional affairs.

Departmental service includes:

- Service as chair
- Service as colloquium advisor
- Regular participation in departmental meetings
- Note-taking as departmental scribe
- Organization of departmental activities outside the load-assigned

responsibilities of the individual (e.g. on-campus literature and creative writing conferences for students; outside speaker invitations and visit coordination; competitive scholarship day efforts, including evaluation of exams; etc.)

- Recruitment activities requested by the Office of Admission

Divisional service includes:

- Service as chair
- Effective liaison efforts as divisional representative to standing or ad hoc campus-wide committees (including regular reporting to the division, polling of division members as appropriate on issues before said bodies, etc.)

3. In addition to the above, a candidate for tenure/promotion is encouraged to demonstrate some combination of service activities as enumerated below:

- Assisting the work of the co-curriculum involving student activities and organizations. This may include serving as advisors to such entities and as program participants when invited by said organizations.
- Contributing to Linfield's Online and Continuing Education unit including all liaison activities, which include syllabi review, program coordination, hiring oversight, instructor assessment, etc.
- Contributing to professional organizations where their expertise and skills contribute to the advancement of those organizations' missions and/or administration.
- Contributing to the external community using professional knowledge and skills.
- Contributing to the external outreach activities of the college such as speaking to alumni or community groups.

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P&T MEMBERS:

IN SUPPORT OF OUR GUIDELINES FOR PROFESSIONAL ACHIEVEMENT, PLEASE CONSULT THE SUPPORTING DOCUMENTS FROM THE UNIVERSITY OF PORTLAND ENGLISH DEPT. CHAIR, DR. GENEVIEVE BRASSARD, FOR HER ENDORSEMENT OF OUR GUIDELINES.

ALSO SEE THE PACIFIC UNIVERSITY GUIDELINES FOR PROMOTION AND TENURE PROVIDED TO DANIEL POLLACK-PELZNER WHEN HE WAS ASKED TO REVIEW A FACULTY MEMBER THERE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.

**PART II:
DEPARTMENTAL GUIDELINES FOR PROMOTION TO FULL PROFESSOR**

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV.6.7.4 Promotion in rank is a recognition of meritorious work in the three categories described under the faculty evaluation process in this handbook. The earned terminal degree for the individual's field is required for promotion (see IV.9 below) except for cases involving exceptional merit.

Promotion to associate or full professor normally requires tenure status. Promotion to associate professor will not normally occur prior to the end of the fourth year as assistant professor, and promotion to the rank of professor will not normally occur prior to the end of the fifth year as associate professor. Years in rank will include service at other institutions identified as equivalent in the faculty member's initial contract with Linfield College. Standards for promotion will be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.

Departmental statement informing full professorship:

While the awarding of tenure is a forward-looking action by the college, promotion to full professor rewards a faculty member for a history of demonstrable “special merit” while at Linfield. The English Department evaluates candidates holistically for this distinction on the basis of the breadth and depth of their careers to date AND on their record of achievement since tenure and promotion to associate professor. One’s narrative self-appraisal should situate one’s post-tenure accomplishments within the fuller arc of a career as teacher, scholar and institutional citizen.

Leadership as Special Merit

The guidelines that follow outlining “special merit” also permit a realignment of the kinds of efforts identified for tenure/associate professorship. The expectation of superior teaching remains central to any case for full professorship. In addition, however, a candidate for full professorship must demonstrate leadership that may take a variety of forms, as explained below. This leadership standard applies to the candidate’s teaching activities, scholarly activity, and service.

NOTE: The English Department regards the administration of the Creative Writing program and the Linfield Writing program as central to our academic mission at Linfield. In Ernest Boyer’s *Scholarship Reconsidered: Priorities of the Professoriate* (1990), he includes within the categories of academic work the term “Application,” and our department recognizes such work as professional achievement (as distinct from “Service”) in conjunction with professional benchmarks set in the field and adapted to Linfield’s institutional mission and size. An ever-deepening disciplinary expertise is essential to the effectiveness of those holding such positions and thus falls under our guidelines for professional achievement.

We also note that the disciplinary-specific program responsibilities aligned with such positions range over all three categories of faculty performance. The English Department thus encourages those holding them to discuss the relevant

elements of their job within the applicable faculty evaluation category for promotion and tenure, as differentiated below. In turn, the dean of faculty and department chair must ensure that these program directors have the resources to secure timely outside review of their programs as concrete evidence of academic achievement in these positions.

- Teacherly activity (e. g. delivery of ENGL 315/Academic Writing and Consulting; delivery of ENGL 485/Creative Writing: Thesis; mentoring of peer associates and literary magazine editors; mentoring faculty engaged in writing instruction)
- Scholarly activity (e.g. maintaining and disseminating best practices within each program; contributing new knowledge to the discipline through professional venues of publication and conferences)
- Service via administrative activity (e.g. managing day-to-day operations; hiring and supervising employees)

STANDARDS AND EXPECTATIONS FOR SPECIAL MERIT IN TEACHING

1. TEACHING PERFORMANCE

Candidates for full professor must demonstrate continued alignment of pedagogical philosophy, classroom practices, and departmental goals for the major. Their philosophies should reflect the changing needs of the student population and should be evinced both in their continuous self-evaluation and in the revision of classroom practice to enhance student learning. As academic advisors candidates must also provide evidence of continued commitment to guiding the academic trajectories of students from diverse backgrounds and mentoring their educational development. This rationale should provide the foundational logic informing colleague appraisals. Those appraisals will draw upon the following evidence:

- A self-appraisal that makes a complete and coherent case for how a candidate's various teaching activities demonstrate professional excellence and effective classroom praxis in ways congruent with the candidate's terms of appointment and/or evolving instructional responsibilities
- Patterns of numerical results on student course evaluations over time that generally meet or exceed campus averages; written comments that offer strong evidence of student engagement in their own learning
- Positive cumulative evaluation of teaching performance based on yearly classroom observations by tenured colleagues (see rubric A for classroom visits)
- Positive assessment of syllabi, assignments, examinations, and sample graded essays demonstrating the relationship of course activities to the learning outcomes of the major
- When available, pertinent feedback from mentored students indicating meritorious faculty performance in supervision of theses, special projects, internships, etc.
- Contributions to departmental or college curricula that demonstrate a deepening or expansion of teaching competencies. Examples may include but are not limited to:
 - teaching in interdisciplinary settings, including team-teaching
 - redesigning existing courses or proposing new ones
 - working with colleagues to redesign major or minor

2. LEADERSHIP IN TEACHING

In order to demonstrate special merit in teaching, candidates for full professorship must also exhibit leadership as undergraduate instructors through a dissemination of their pedagogical achievements and strategies either at Linfield or within the academy more generally. Examples may include but are not limited to:

- Innovative teaching initiatives shared beyond their own classrooms
- Mentoring of other faculty
- Leadership in assessment activity
- Workshop leadership for other faculty at Linfield or elsewhere
- Selection and mentoring of student peer instructors as classroom teaching assistants
- Exceptional effort in student mentoring that may include but is not limited to a large number of theses, collaborative research projects, engaging with and/or organizing student intellectual communities

STANDARDS AND EXPECTATIONS FOR SPECIAL MERIT IN PROFESSIONAL ACHIEVEMENT

The English Department regards “professional achievement” in literature as a broad category encompassing a variety of activities through which faculty disseminate specialized disciplinary knowledge within both scholarly forums and more generalist venues. We expect demonstrable evidence of a candidate’s ongoing scholarly life and sustained productivity through print publications and other forms of dissemination. Such scholarly effort includes students among its beneficiaries, both within the classroom and through collaborative research with faculty.

Many combinations of the professional activities designated below would satisfy departmental standards for promotion to full professor, but all combinations must include peer-reviewed scholarly production, as discussed below. Departmental evaluation will assess the totality of a candidate’s professional output as it demonstrates deepening disciplinary expertise through research and its dissemination. Responsibility for delineating the disciplinary significance of one’s output and its integration within one’s larger professional role at Linfield ultimately rests with the candidate.

1. RESEARCH OR CREATIVE WORK

The English Department recognizes the centrality of ongoing professional research that directly advances curricular development, teaching performance, scholarly expertise, and academic program development/administration. Professional achievement includes research conducted through sabbaticals and/or collaborative research with students. The scholarship of teaching and learning as set forth in the Boyer model also falls within the department’s definition of meritorious research. Candidates for full professorship should craft a narrative self-appraisal that demonstrates how the collective results of one’s intellectual work infuse their professional lives at Linfield and beyond.

2. DISSEMINATION

The English Department regards any of the following as valid and valued dissemination of meritorious scholarly research, with peer reviewed publication prioritized first as the most concrete evidence of an ongoing and productive scholarly life. The department does not require a book publication for promotion to full professor but highly values such an accomplishment. The department believes the documentary record ought to be taken as a whole; so considered, it ought

to demonstrate the individual faculty member's commitment to and practice as an active scholar.

A. Peer-reviewed publications, traditional print and new media.

The guidelines below describe expectations, under normal circumstances, for faculty. Lateral hires, who typically join the department with existing evidence of such productivity, need to demonstrate continued productivity since hire along the lines set forth below.

EITHER

A book published by an academic or commercial press is itself a professional achievement deserving of promotion to full professor. Such volumes include: monographs; edited texts or essay collections with a substantive introductory essay by the faculty candidate; textbooks in the field.

OR

At least two articles or book chapters in peer-reviewed publications, to include single and co-authored work.

AND

Presentation of one's research in academic venues like international, national and regional conferences **at least every other year**

3. LEADERSHIP IN PROFESSIONAL ACHIEVEMENT: Extended Dissemination of one's scholarship or professional expertise

The English Dept. defines leadership in this area in terms of the extent of one's research dissemination. Candidates may take a number of productive avenues for presenting work to outside audiences. Evidence of such enhanced dissemination activity includes but is not limited to:

- Publication of three or more peer-reviewed publications
- Yearly presentation of new research or applications of past research in academic venues like international, national and regional conferences
- Invited articles, essays, essay-length book reviews and the like published in academic/creative journals or other professional outlets
- Co-authored collaborative research results published or presented in appropriate disciplinary settings
- Contracted reference articles or book reviews in the discipline
- Editorially selected articles appearing in popular media (print or online magazines, journals, newspapers, etc.) that reflect the faculty member's professional expertise
- Invited presentations on one's research to a general audience (including Linfield faculty lectures, Oregon Humanities Conversations, Delve Seminars for Portland Literary Arts; PSU Center for Public Humanities, public library or theatre company discussion leadership, etc.)
- Radio/television/online interviews/discussions invited on the basis of one's professional expertise/accomplishments
- Multimedia productions showcasing and disseminating a faculty member's professional expertise
- Invited presentations on one's research to selective audience, including keynote presenters at international or national conferences
- Peer-determined awards (e.g. Fulbright fellowships, "Best of" Prizes,

- NEH/NEA grants, Oregon Humanities Awards, etc.)
- Invitation to membership on the editorial board of a professional journal
- Invitation to organize, chair and/or respond to conferences or conference panels
- Selection for visiting faculty position at another accredited institution
- Funded grant proposals
 - Selection for study at other institutions or academic venues for professional development such as NEH seminars, scholarly residencies, faculty exchanges, etc.
- Academic program development and administration (Director of the Linfield Writing Program and Director of the Creative Writing Program) where one's disciplinary expertise fosters best practices in curricular delivery, as well as demonstrates innovation, development, and dissemination of practices. Furthermore, external evaluation documents the director's academic work as disciplinarily meritorious.

STANDARDS AND EXPECTATIONS FOR SPECIAL MERIT IN SERVICE

The English Department expects successful candidates for full professorship to be actively engaged in service to their department, division, to the college, and to their profession. In addition, to demonstrate special merit, candidates must provide evidence of leadership in one of the areas of service to which faculty devote their energies, i.e chairing a major committee or initiative. Such leadership does not preclude service in other areas of faculty life (and does not exempt a faculty member from departmental service) but it may necessarily limit the amount of time and energy available for broad-based institutional service.

Evidence of service to faculty governance:

- Serve on and/or chairing of ad hoc campus-wide committees
- Serve in and/or leadership of consultative working groups with college wide scope
- Organize faculty learning communities
- Organize PLACE initiatives
- Participate in and/or leadership of Linfield Curriculum assessment groups
- Serve on and/or chair of departmental and college hiring committees
- Contribute to campus-wide diversity initiatives

Evidence of service to the department:

- Service as chair
- Service as colloquium advisor
- Regular participation in departmental meetings
- Note-taking as departmental scribe
- Organization of departmental activities outside the load-assigned responsibilities of the individual (e.g. on-campus literature and creative writing conferences for students; outside speaker invitations and visit coordination; competitive scholarship day efforts, including evaluation of exams; etc.)
- Recruitment activities requested by the Office of Admission

Evidence of service to the Arts and Humanities Division:

- Service as chair
- Effective liaison efforts as divisional representative to standing or ad hoc campus-wide

committees (including regular reporting to the division, polling of division members as appropriate on issues before said bodies, etc.)

Evidence of service to the institution and wider McMinnville/Portland metro area:

- Assisting and/or advising student activities and organizations
- Contributing to Linfield's Online and Continuing Education unit including teaching and course design, liaison activities (syllabi review, hiring oversight, instructor assessment, etc.), program development and coordination
- Contributing to and/or showing leadership in professional organizations where their expertise and skills advance those organizations' missions and/or administration
- Contributing to and/or showing leadership in the external community using professional knowledge and skills
- Contributing to and/or showing leadership in the external outreach activities of the college such as speaking to alumni or community groups

**ENGLISH Department Guidelines for Tenure and Promotion: CREATIVE WRITING
September 2016**

**PART I:
DEPARTMENTAL GUIDELINES FOR TENURE/PROMOTION TO ASSOCIATE
PROFESSOR:
CREATIVE WRITING**

Departmental statement informing tenure/promotion to associate professor:

The Department of English holds its faculty to a high standard of performance as teachers, scholars, and college citizens. Candidates for tenure and associate professorship are evaluated carefully in all three areas according to the criteria and evidentiary standards delineated below. Successful candidates effectively balance their responsibilities to their students, their discipline, and their departmental colleagues in order to deliver a coherent educational program for majors, minors and general education students.

The English Department offers two distinct majors (one in literature, one in creative writing), and also delivers the content expertise for students seeking secondary education licensure. Though considerable overlap exists in departmental expectations for faculty regardless of the major being served, the nature of professional achievement in each field differs sufficiently to require separate guidelines. What follows here applies ONLY to the faculty whose primary responsibility lies with the creative writing major.

In addition, English faculty members often serve as administrators for part of their instructional load. One faculty member holds the title of Director of Creative Writing (a position that works in tandem with the departmental chair to manage the creative writing major). Another currently holds the title of Director of Writing, which includes administration of the Linfield Writing Center. To address this mix of administrative and faculty functions, these guidelines also delineate departmental protocols for evaluating tenure and promotion candidates whose duties combine such roles.

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1. Knowledge of and enthusiasm for the subject matter
2. Attention to the organization of courses in relation to the level and preparation of the students for whom the course is intended
3. Organization and effective use of class time
4. High expectations for each student
5. Engagement with students' viewpoints while fostering a dynamic climate for academic conversation
6. Receptivity and capacity to cultivate the unique voices and materials of individual writers
7. Timely and useful feedback on student work and fair evaluation of student course performance
8. Encouragement of active student learning
9. Contribution to curricular innovation and delivery in support of the departmental learning objectives
10. Availability for consultation with students
11. Consistent and effective attention to the needs of advisees

STANDARDS AND EXPECTATIONS FOR MERITORIOUS TEACHING FOR TENURE/PROMOTION TO ASSOCIATE PROFESSOR:

Candidates must demonstrate a pedagogical philosophy that makes clear both the rationale for classroom practices and how these practices contribute to departmental goals for the major. This philosophy must be reflected in a candidate's continual self-evaluation, adjustment, and revision of classroom practice to enhance the learning of Linfield students. The candidate's approach to advising must reflect a similar commitment to guiding the academic trajectories of students from diverse backgrounds and mentoring their educational development.

This rationale should provide the foundational logic informing colleague appraisals. Those appraisals will draw upon the following evidence:

- A self-appraisal that makes a positive case for how a candidate's various teaching activities offer a complete and coherent demonstration of professional excellence and effective praxis that reflects the candidate's terms of appointment and/or evolving instructional responsibilities

- Patterns of numerical results on student course evaluations over time in general meet or exceed campus averages and, through written comments, offer strong evidence of student engagement in their own learning
- Positive cumulative evaluation of actual teaching performance based on yearly classroom observations by tenured colleagues (see rubric A for classroom visits)
- Positive assessment of syllabi, assignments, examinations, and/or sample graded essays as demonstrating the relationship of course activities to the learning outcomes associated with the goals for the major
- When available, pertinent feedback from mentored students indicating meritorious performance in supervision of theses, special projects, internships, etc.
- Contributions to departmental or college curricula that demonstrate deepening or expanded teaching competencies (examples may include but are not limited to:
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 - redesigning existing courses or proposing new ones;
 - working with colleagues to redesign major or minor;
 - working with colleagues to assess and/or redesign learning outcomes, etc.)

PROFESSIONAL ACHIEVEMENT

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV.6.1.2 Professional achievements will be evaluated by colleagues and by the department head. Self-appraisals in the form of written descriptions of professional activity will also be used in the process. Evidence of professional achievement may include:

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 professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see this handbook IV.11)
5. professional practice and/or development necessary to maintain competency and credentials.

STANDARDS AND EXPECTATIONS FOR MERITORIOUS PROFESSIONAL ACHIEVEMENT INFORMING TENURE/PROMOTION TO ASSOCIATE PROFESSOR:

The English Department regards “professional achievement” in creative writing as a broad category encompassing a variety of activities through which faculty disseminate literary art and specialized disciplinary knowledge within creative and scholarly forums and public venues. We expect demonstrable evidence of a candidate’s ongoing creative life and sustained productivity; such creative effort also includes students among its beneficiaries, both within the classroom and through collaborative work with faculty. Many combinations of the professional activities below will satisfy departmental standards for tenure and promotion to associate professor, but all combinations must include peer-reviewed—that is, editorially selected—publications as discussed below. Departmental evaluation will involve the totality of a faculty member’s professional output to see that it demonstrates an active and significant writing life and enriches teaching performance. Responsibility for delineating the significance of one’s output and its integration within one’s professional role at Linfield ultimately rests with the candidate.

The English Department holds the same criteria for tenure and promotion to associate professor; the following guidelines apply equally to both evaluative categories.

1. RESEARCH OR CREATIVE WORK

The English Department recognizes the centrality of an ongoing writing life that directly fosters curricular development, teaching expertise, creative output, and academic program development and administration. This includes research conducted through sabbaticals and/or collaborative research with students. The scholarship of teaching and learning as set forth in the Boyer model also falls within the department's definition of meritorious research. The collective results of such creative work should demonstrate that ongoing creative engagement infuses a candidate's professional life. The department does not require a book publication for tenure and promotion to associate professor in creative writing but expects such a book for promotion to full professor (see guidelines for full professorship/Professional Achievement in the latter section of this document).

2. DISSEMINATION

The English Department regards the following as valid and valued evidence of the dissemination of meritorious creative writing, with peer-reviewed, editorially selected publication prioritized first. For creative works peer review occurs according to the editorial structure of the publication itself. Some publications will determine editorial content based the decision of an editorial board; other publications will rely on a single editor to make such decisions. No determination of merit or worth can be reliably made merely on the basis of editorial structure (e.g., an editorial board versus a single editor).

The department believes the documentary record ought to be taken as a whole; so considered, it ought to demonstrate the individual faculty member's commitment and practice as an active creative writer.

A. Peer-Reviewed, Editorially Selected Publications

The guidelines below describe expectations, under normal circumstances, for creative writing faculty beginning their post-graduate careers at Linfield. Lateral hires, who typically join the department with existing evidence of creative productivity, need to demonstrate continued productivity since hire according to the lines set forth below in 1 or 2. Note that not all of these kinds of publications are expected; either 1 or 2 as described below will be considered sufficient for tenure and promotion to associate professor.

1. At least three prose, six poetry, or some equivalent mix of publications in national journals, magazines, or anthologies; or publication/workshop/production of a short play or screenplay at the time of consideration for promotion and tenure; or equivalent publication or production of work in new and emerging medias.
 - An invited contribution (e.g., a publication solicited by an editor at the journal or magazine) ought to be understood as a significant endorsement that speaks well of the candidate's writerly reputation.
 - At the level of individual creative pieces, there is no hierarchy between print and online publication; both are regarded as valuable forms of dissemination in the field.

- While reprinted work in anthologies or year-end best of collections is a noteworthy accomplishment and significantly strengthens a candidate's application, the numbers above refer to individual, original creative pieces.
- In terms of length (e.g., three short prose pieces counting the same as three long pieces) and quality of venue (e.g., publishing in a small, regional journal or publishing in a longstanding, widely respected magazine), it is incumbent on the applicant and on colleagues to address such questions.
- No judgment ought to be made regarding a creative writer's choice of genre; writers may specialize in a single genre or may work in more than one.
- While the maintenance of one's own blog may be included within a significant range of publication, it will not normally be sufficient of itself alone. Similarly, works self-published will not normally qualify; if this line is blurry, it is up to the applicant and colleagues to persuasively address this question.

OR

2. A book of creative work, a textbook, or an edited or co-edited anthology published by a commercial, independent, or academic press; or production of a full-length play/screenplay, or a new media publication or production equivalent to book-length.

Note: If not yet published or under publication contract, significant demonstrable progress on book-length works may substitute, so long as the candidate can evidence the securing of residencies or grants based on submission of a portion of a project, an agent contract, or the positive written evaluation of an outside reviewer in the field as evidence of its representing meritorious work deserving (and seeking) a larger venue.

B. Professional Presentations

In addition to editorially selected publications, as specified above, the English Department also expects evidence that candidates have presented their creative work at least every other year. Examples of such presentation activity that the English Department regards as evidence of professional achievement include:

- Invited readings at other colleges and universities
- Conference presentations (invited or juried)
- Invited readings in established reading series
- Invited readings at bookstores or similar venues
- Invited radio/television/multi-media/online interviews/ showcasing and disseminating a faculty member's professional expertise
- Invited craft lectures, keynotes, workshop presentations, and the like

3. PEER RECOGNITION

While the English Department does not require peer recognition for tenure and promotion to associate professor, examples similar to those included below are indeed noteworthy achievement and significantly strengthen a faculty member's candidacy:

- Receiving peer-determined awards (e.g. inclusion or notable mention in the *Best American Series*; Pushcart Prize nominations, special mentions, and awards; National Magazine Award finalists and winners; prizes sponsored by individual magazines and journals; post-publication books prizes; etc.)
- Invitation to membership on the editorial board of a professional or creative journal
- Invitation to organize, chair, and/or respond to conferences or conference panels
- Selection for visiting faculty position at another accredited institution or for a literary organization (examples: Fishtrap, Get Lit, Tin House Workshops, and the like)
- Securing of writing grants, residencies, or the like
- Positive/significant reviews of a candidate's creative work
- Other media recognition of a faculty member's creative work or role
- Scholarly work dealing with a candidate's creative work

4/5. PROFESSIONAL PRACTICE AND/OR DEVELOPMENT NECESSARY TO MAINTAIN COMPETENCY AND CREDENTIALS

Items 4 and 5 of the Faculty Handbook guidelines (IV.6.1.2.4) draw on the same set of activities within the English Department and hence we have combined them here. Evidence of professional achievement in this area include:

- Selection for study at other institutions or academic venues for professional development such as NEH seminars, scholarly residencies, faculty exchanges, etc.
- Sabbatical and post-grant reports detailing scholarly/professional activity undertaken
- New or augmented course creation as a result of ongoing research, with outside reviewer's evaluation of the resultant syllabus and course materials
- Academic program development and administration (Director of the Linfield Writing Program and Director of the Creative Writing Program) where one's disciplinary expertise demonstrably fosters best practices in curricular delivery and has been formally evaluated as doing so by an external review documenting the director's academic work as disciplinarily meritorious.

SERVICE

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV. 6.1.3 Service to Linfield, one's profession, and the community will be evaluated by colleagues and by the department head. Self-appraisals by the faculty member will also be used in the process. Evidence of service may include:

1. regular and effective participation on college-wide standing committees of the faculty (applicable)
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 college (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
7. service to the Office of Continuing Education.

STANDARDS AND EXPECTATIONS FOR MERITORIOUS SERVICE INFORMING TENURE/PROMOTION TO ASSOCIATE PROFESSOR:

12. The English Department strongly encourages candidates for tenure/promotion to demonstrate effective participation on college-wide standing committees of the faculty or some combination of the following contributions to faculty oversight duties:
- Serve on ad hoc campus-wide committees
 - Serve in consultative working groups with college wide scope
 - Organize faculty learning communities
 - Organize PLACE initiatives
 - Participate in Linfield Curriculum assessment groups
 - Serve on departmental and college hiring committees

13. The English Department expects members to demonstrate effective and sustained participation in departmental and divisional affairs.

Departmental service includes:

- Service as chair
- Service as colloquium advisor
- Regular participation in departmental meetings
- Note-taking as departmental scribe
- Organization of departmental activities outside the load-assigned responsibilities of the individual (e.g. on-campus literature and creative writing conferences for students; outside speaker invitations and visit coordination; competitive scholarship day efforts, including evaluation of exams; etc.)
- Recruitment activities requested by the Office of Admission

Divisional service includes:

- Service as chair
- Effective liaison efforts as divisional representative to standing or ad hoc campus-wide committees (including regular reporting to the division, polling of division members as appropriate on issues before said bodies, etc.)

14. In addition to the above, a candidate for tenure/promotion is encouraged to demonstrate some combination of service activities as enumerated below:
- Assisting the work of the co-curriculum involving student activities and organizations. This may include serving as advisors to such entities and as program participants when invited by said organizations.
 - Contributing to Linfield's Online and Continuing Education unit including all liaison activities, which include syllabi review, program coordination, hiring oversight, instructor assessment, etc.
 - Contributing to professional organizations where their expertise and skills contribute to the advancement of those organizations' missions and/or administration.
 - Contributing to the external community using professional knowledge and skills.
 - Contributing to the external outreach activities of the college such as speaking to alumni or community groups.

**PART II:
DEPARTMENTAL GUIDELINES FOR PROMOTION TO FULL PROFESSOR:
CREATIVE WRITING**

FROM THE LINFIELD COLLEGE FACULTY HANDBOOK:

IV.6.7.4 Promotion in rank is a recognition of meritorious work in the three categories described under the faculty evaluation process in this handbook. The earned terminal degree for the individual's field is required for promotion (see IV.9 below) except for cases involving exceptional merit.

Promotion to associate or full professor normally requires tenure status. Promotion to associate professor will not normally occur prior to the end of the fourth year as assistant professor, and promotion to the rank of professor will not normally occur prior to the end of the fifth year as associate professor. Years in rank will include service at other institutions identified as equivalent in the faculty member's initial contract with Linfield College. Standards for promotion will be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.

Departmental statement informing full professorship:

While the awarding of tenure is a forward-looking action by the college, promotion to full professor rewards a faculty member for a history of demonstrable “special merit” while at Linfield. The English Department evaluates candidates holistically for this distinction on the basis of the breadth and depth of their careers to date AND on their record of achievement since tenure and promotion to associate professor. One’s narrative self-appraisal should situate one’s post-tenure accomplishments within the fuller arc of one’s career as teacher, scholar and institutional citizen.

Leadership as Special Merit

The guidelines that follow outlining “special merit” also permit a realignment of the kinds of efforts identified for tenure/associate professorship. The expectation of superior teaching remains central to any case for full professorship. In addition, however, a candidate for full professorship must demonstrate leadership that may take a variety of forms, as explained below. This leadership standard applies to the candidate’s teaching activities, scholarly activity, and service.

NOTE: The English Department regards the administration of the Creative Writing program and the Linfield Writing program as central to our academic mission at Linfield. In Ernest Boyer’s *Scholarship Reconsidered: Priorities of the Professoriate* (1990), he includes within the categories of academic work the term “Application,” and our department recognizes such work as professional achievement (as distinct from “Service”) in conjunction with professional benchmarks set in the field and adapted to Linfield’s institutional mission and size. An ever-deepening disciplinary expertise in colleagues who administer them is essential to their effectiveness and thus falls under our guidelines for professional achievement.

We also note that the disciplinary-specific program responsibilities aligned with such positions range over all three categories of faculty performance. The English Department thus encourages those holding them to discuss the relevant elements of their job within the applicable faculty evaluation category for promotion and tenure, as differentiated

below. In turn, the dean of faculty and department chair must ensure that these program directors have the resources to secure timely outside review of their programs as concrete evidence of academic achievement in these positions.

- Teacherly activity (e. g. delivery of ENGL 315/Academic Writing and Consulting; mentoring of peer associates and literary magazine editors; mentoring faculty engaged in writing instruction)
- Scholarly activity (e.g. maintaining and disseminating best practices within each program; contributing new knowledge to the discipline through professional venues of publication and conferences)
- Service via administrative activity (e.g. managing day-to-day operations; hiring and supervising employees)

STANDARDS AND EXPECTATIONS FOR SPECIAL MERIT IN TEACHING

1. TEACHING PERFORMANCE

Candidates for full professor must demonstrate continued alignment of pedagogical philosophy, classroom practices, and departmental goals for the major. Their philosophies should reflect the changing needs of the student population and should be evinced both in their continuous self-evaluation and in the revision of classroom practice to enhance student learning. As academic advisors candidates must also provide evidence of continued commitment to guiding the academic trajectories of students from diverse backgrounds and mentoring their educational development. This rationale should provide the foundational logic informing colleague appraisals. Those appraisals will draw upon the following evidence:

- A self-appraisal that makes a complete and coherent case for how a candidate's various teaching activities demonstrate professional excellence and effective classroom praxis in ways congruent with the candidate's terms of appointment and/or evolving instructional responsibilities
- Patterns of numerical results on student course evaluations over time that generally meet or exceed campus averages; written comments that offer strong evidence of student engagement in their own learning
- Positive cumulative evaluation of teaching performance based on yearly classroom observations by tenured colleagues (see rubric A for classroom visits)
- Positive assessment of syllabi, assignments, examinations, and sample graded essays demonstrating the relationship of course activities to the learning outcomes of the major
- When available, pertinent feedback from mentored students indicating meritorious faculty performance in supervision of theses, special projects, internships, etc.
- Contributions to departmental or college curricula that demonstrate a deepening or expansion of teaching competencies. Examples may include but are not limited to:
 - teaching in interdisciplinary settings, including team-teaching
 - redesigning existing courses or proposing new ones
 - working with colleagues to redesign major or minor
 - working with colleagues to assess and/or redesign learning outcomes

2. LEADERSHIP IN TEACHING

In order to demonstrate special merit in teaching, candidates for full professorship must also exhibit leadership as undergraduate instructors through a dissemination of their pedagogical achievements and strategies either at Linfield or within the academy more generally. Examples may include but are not limited to:

- Innovative teaching initiatives shared beyond their own classrooms
- Mentoring of other faculty
- Leadership in assessment activity
- Workshop leadership for other faculty at Linfield or elsewhere
- Selection and mentoring of student peer instructors as classroom teaching assistants
- Exceptional effort in student mentoring that may include but is not limited to a large number of theses, collaborative research projects, engaging with and/or organizing student intellectual communities

STANDARDS AND EXPECTATIONS FOR SPECIAL MERIT IN PROFESSIONAL ACHIEVEMENT

The English Department regards “professional achievement” in creative writing as a broad category encompassing a variety of activities through which faculty disseminate literary art and specialized disciplinary knowledge within creative and scholarly forums, as well as public venues. We expect demonstrable evidence of a candidate’s ongoing creative writing life and sustained productivity. Such creative effort also includes students among its beneficiaries, both within the classroom and through collaborative work with faculty.

Departmental evaluation will assess the totality of a candidate’s professional output as it demonstrates deepening disciplinary expertise through creative activity and its dissemination. Responsibility for delineating the disciplinary significance of one’s output and its integration within their larger professional role at Linfield ultimately rests with the candidate.

1. CREATIVE ACTIVITY

The English Department recognizes the centrality of an ongoing creative writing life that directly advances curricular development, teaching performance, scholarly expertise, and academic program development/administration. Professional achievement in creative writing includes writing/research conducted through sabbaticals and/or collaborative research with students. The scholarship of teaching and learning as set forth in the Boyer model also falls within the department’s definition of meritorious research. Candidates for full professorship should craft a narrative self-appraisal that demonstrates how the collective results of one’s creative work infuse their professional lives at Linfield and beyond.

The department believes the documentary record ought to be taken as a whole; so considered, it ought to demonstrate the individual faculty member's commitment and practice as an active creative writer. It must be noted as well that for creative works peer review occurs according to the editorial structure of the publication or press itself. Some publications/presses will determine editorial content based the decision of an editorial board; other publications will rely on a single editor to make such decisions. No determination of merit or worth can be reliably made merely on the basis of editorial structure (e.g., an editorial board versus a single editor).

2. DISSEMINATION

The Association of Writers and Writing Programs (AWP), in their Hallmarks of an Effective BFA or BA Program in Creative Writing, recommend that all creative writing faculty have a published book of creative work. Considering as well the many dynamic small presses and independent publishers serving numerous and varied literary communities, for promotion to full professor, as evidence of special merit, the English Department expects that all creative writing faculty at Linfield College will have at some point in their careers (either prior to coming to Linfield, pre-tenure, or post-tenure) published a book of creative work with a commercial, independent, or academic press (or the equivalent of a book in the genres of drama or new media).

- A. **If a candidate for full professor has not yet published a book of creative work**, then the necessary condition for special merit in professional achievement in creative writing is a book of creative work published by a commercial, independent, or academic press; or production of a full-length play/screenplay; or a new media publication or production that is equivalent to a book-length work.
- B. **If a candidate for full professor has published a book of creative work prior to coming to Linfield College or published a book of creative work while in pre-tenure status at Linfield College**, then either category 1 or 2, as outlined below, is the departmental expectation for special merit in professional achievement in creative writing (please note that the editorial considerations enumerated in the professional achievement discussion for tenure and promotion yet apply here):

1. At least three prose, six poetry, or some equivalent mix of publications in national journals, magazines, or anthologies; or publication/workshop/production of a short play or screenplay at the time of consideration for promotion and tenure; or equivalent publication or production of work in new and emerging media.

OR

2. A book of creative work, a textbook, or an edited or co-edited anthology published by a commercial, independent, or academic press; or production of a full-length play/screenplay; or a new media publication or production that is equivalent to book-length.

- C. In both cases outlined above, in addition to editorially selected publications, the English

Department expects evidence that candidates for full professor have presented their creative work at least every other year. Examples of such presentation activity that the English Department regards as evidence of professional achievement include:

- Invited readings at other colleges and universities
- Conference presentations (invited or juried)
- Invited readings in established reading series
- Invited readings at bookstores or similar venues
- Invited radio/television/multi-media/online interviews/ showcasing and disseminating a faculty member's professional expertise
- Invited craft lectures, keynotes, workshop presentations, and the like

3. LEADERSHIP IN PROFESSIONAL ACHIEVEMENT

The English Department defines leadership in professional achievement in creative writing in terms of the number of creative works published, the peer- and public-attested quality of published creative work, and the presentation of creative work. Evidence of leadership includes but is not limited to:

- Publication beyond the expectations set forth above.
- Work reprinted in anthologies or year-end best of collections.
- Yearly (or more) presentations/readings in international, national and regional venues.
- Invited contributions to literary magazines, journals, and anthologies.
- Invited presentations on one's research to a general audience (including Linfield faculty lectures, Oregon Humanities Conversations, Delve Seminars for Portland Literary Arts; PSU Center for Public Humanities, public library or theatre company discussion leadership, etc.)
- Radio/television/online interviews/discussions invited on the basis of one's professional expertise/accomplishments.
- Multimedia productions showcasing and disseminating a faculty member's professional expertise.
- Invited presentations on one's work to selective audience, including keynote presenters at international or national conferences.
- Invitation to organize, chair and/or respond to conferences or conference panels.
- Peer-determined awards or honors (e.g. inclusion or notable mention in the *Best American Series*; Pushcart Prize nominations, special mentions, and awards; National Magazine Award finalists and winners; prizes sponsored by individual magazines and journals; post-publication book prizes; etc.)
- Invitation to membership on the editorial board of a professional or creative journal
- Selection for visiting faculty position at another accredited institution or for a literary organization (examples: Fishtrap, Get Lit, Tin House Workshops, and the like).
- Securing of writing grants, residencies, or the like.
- Positive/significant reviews of a candidate's creative work.
- Other media recognition of a faculty member's creative work or role.
- Scholarly work dealing with a candidate's creative work.
- Academic program development and administration (Director of the Linfield Writing Program and Director of the Creative Writing Program) where one's disciplinary expertise fosters best practices in curricular delivery, as well as demonstrates innovation, development, and dissemination of practices. Furthermore, external evaluation documents the director's academic work as disciplinarily meritorious.

STANDARDS AND EXPECTATIONS FOR SPECIAL MERIT IN SERVICE

The English Department expects successful candidates for full professorship to be actively engaged in service to their department, division, to the college, and to their profession. In addition, to demonstrate special merit, candidates must provide evidence of leadership in one of the areas of service to which faculty devote their energies, i.e chairing a major committee or initiative. Such leadership does not preclude service in other areas of faculty life (and does not exempt a faculty member from departmental service) but it may necessarily limit the amount of time and energy available for broad-based institutional service.

Evidence of service to faculty governance:

- Serve on and/or chairing of ad hoc campus-wide committees
- Serve in and/or leadership of consultative working groups with college wide scope
- Organize faculty learning communities
- Organize PLACE initiatives
- Participate in and/or leadership of Linfield Curriculum assessment groups
- Serve on and/or chair of departmental and college hiring committees
- Contribute to campus-wide diversity initiatives

Evidence of service to the department:

- Service as chair
- Service as colloquium advisor
- Regular participation in departmental meetings
- Note-taking as departmental scribe
- Organization of departmental activities outside the load-assigned responsibilities of the individual (e.g. on-campus literature and creative writing conferences for students; outside speaker invitations and visit coordination; competitive scholarship day efforts, including evaluation of exams; etc.)
- Recruitment activities requested by the Office of Admission

Evidence of service to the Arts and Humanities Division:

- Service as chair
- Effective liaison efforts as divisional representative to standing or ad hoc campus-wide committees (including regular reporting to the division, polling of division members as appropriate on issues before said bodies, etc.)

Service to the institution and wider McMinnville/Portland metro area

- Assisting and/or advising student activities and organizations
- Contributing to Linfield's Online and Continuing Education unit including teaching and course design, liaison activities (syllabi review, hiring oversight, instructor assessment, etc.), program development and coordination
- Contributing to and/or showing leadership in professional organizations where their expertise and skills advance those organizations' missions and/or administration
- Contributing to and/or showing leadership in the external community using professional knowledge and skills
- Contributing to and/or showing leadership in the external outreach activities of the college such as speaking to alumni or community groups

3.28.17

P&T MEMBERS:

IN SUPPORT OF OUR GUIDELINES FOR PROFESSIONAL ACHIEVEMENT IN CREATIVE WRITING, PLEASE CONSULT THE SUPPORTING DOCUMENTS FROM COLLEAGUES AT AUGUSTANA UNIVERSITY (SD), WILLAMETTE UNIVERSITY, AND GONZAGA UNIVERSITY.

RUBRIC A

Colleague Teaching Evaluation for Classroom Visits

Dept. of English (2016)

1. Syllabus Review

- a. Is the syllabus clear?
- b. Does it provide appropriate information and structure?
- c. Are course goals and objectives articulated?
- d. Is there a clear schedule of readings and assignments?
- e. How will students be evaluated?
- f. Are appropriate policies included?

2. Colleague Conversation

- a. What are your conceptual ideas and goals for the course?
- b. How do your assignments, class activities, and exams fit those goals?
- c. How do you define good teaching?
- d. What does good teaching look like in the classroom? Outside the classroom?
- e. What are your particular strengths?
- f. What are your particular challenges?

3. Course Observation

- a. Is there a clear goal for the class period?
- b. Does this goal fit with the overarching goals of the course?
- c. How engaged are the students?
- d. Does the instructor invite all students into the conversation?
- e. How effectively is the class time used?
- f. Are the students clear on what to do to prepare for the next class period?



4 November 2016

To Whom it May Concern:

The present letter is to provide peer feedback to the Department of English at Linfield College on their Promotion and Tenure Guidelines document, and more specifically on the requirements to demonstrate scholarly productivity in the field of literary studies. I'm happy to report that the guidelines for scholarly productivity are entirely appropriate considering the teaching load (5 courses per year) required of full-time faculty at Linfield, and completely in line with guidelines at comparable or peer institutions, including our own here at the University of Portland.

The document is clear, thorough, and it provides multiple pathways to meet the requirements for scholarly productivity, and all those requirements are reasonable yet rigorous, and peer-reviewed. In particular, the guidelines recognize the shifting nature of academic publishing in the humanities, as they welcome a monograph but do not require one for tenure & promotion.

Please do not hesitate to contact me if you need further information, but I hope this feedback meets your purposes.

Sincerely,

A handwritten signature in cursive script that reads "Geneviève Brassard".

Geneviève Brassard, Ph.D.
Associate Professor and Chair, Department of English
University of Portland
Brassard@up.edu.

**UNIVERSITY OF PORTLAND
DEPARTMENT OF ENGLISH**

**STATEMENT OF SCHOLARSHIP GUIDELINES
FOR ASSESSING RESEARCH AND CREATIVE WORK**

The Articles of Administration of the University outline criteria for promotion and/or tenure under Article IV Section 3A.2 a. Teaching b. Scholarship. Under the Scholarship heading the paragraph states:

Beyond advanced degrees earned, there must be other evidence of scholarship such as: published research or creative works of quality, significant research in new areas and methods of instruction, and other marks of scholarship such as respect of competent colleagues, professional recognition, direction of and significant participation in research and in scholarly symposia, being at home in the scholarly publications of one's field.

Members of the Department of English have traditionally contributed as scholars through all of the means mentioned in the Articles of Administration. Since the Department's faculty is composed of several sections-- literature and writing instructors, writing program administrator and instructor--*it is necessary to consider the scholarship contributions of each faculty member in terms of the kind of service he or she primarily performs.*

For promotion to Associate Professor with tenure, the norm in the college is multiple pieces of scholarship with at least one peer review publication.

What follows is a weighted (but not exhaustive) list of what should be considered evidence of scholarship for faculty in our department:

- Accepted or published research or creative works in books or refereed journals or edited journals of established reputation
- published research in, or published presentations of, new areas and methods of instruction, including electronic resources
- the editing of scholarly journals
- participation in scholarly symposia (presentation of original research, creative writing, or pedagogical advances)
- the publication of textbooks according to theories and methods of instruction that reflect the latest research in their field
- scholarly activity leading toward publication, such as research grants (i.e. NEH, NEA, ACLS)
- published book reviews
- the serving on editorial boards of scholarly journals
- consulting and editing in specialty fields of writing and literature

Revised January 2015

PACIFIC UNIVERSITY
GUIDELINES FOR OUTSIDE REVIEWERS ON TENURE FILES
(as provided to Daniel Pollack-Pelzner to complete a tenure review of English Faculty member)
2016

Pacific University evaluates faculty in three areas: teaching, service, and scholarship. In order to be promoted, faculty members must make the case that they fulfill the evaluative criteria in all three areas. The following information on faculty evaluation criteria is included as an aid to understanding our expectations for scholarship within the context of our overall mission.

Teaching is a principal activity of the Pacific University faculty and includes appropriate work and involvement with students within and beyond the classroom. Faculty members also participate in service, which may occur within or outside of the university. Unless you have first-hand knowledge of the candidate's teaching or service, we do not expect you to comment on these items.

We are particularly interested in your assessment of the level and quality of the candidate's engagement in scholarship. Pacific University does not specify quantity or type of achievements, because the number of publications, research presentations, art exhibits, performances, or other scholarly and creative products varies among disciplines. However, we expect the quantity and quality of scholarly and creative works to be comparable with that in comparable disciplines at highly regarded liberal arts colleges, rather than, for instance, at research-intensive universities. For promotion to associate professor with tenure, tenure candidates here are required to produce a minimum of one significant scholarly or creative contribution that has undergone high-level, disciplinarily sanctioned, external peer review. More broadly, examples of items to be considered in the area of scholarship include published scholarly or creative work; service as consultant, lecturer, editor, or officer in scholarly or professional organizations; attendance at and participation in scholarly or professional meetings; and recognition by peers through special awards, honors and grants.

In addition to having achieved at least one significant outcome, the candidate must also exhibit the potential for sustained achievement in professional, scholarly, creative, or interpretive work in at least one of the Boyer categories (adapted from *Scholarship Reconsidered*):

1. Discovery of knowledge – contributing to the stock of human knowledge or to original creative work in the arts.
2. Integration of knowledge – using critical analysis and interpretation of existing knowledge to reach a more comprehensive understanding for professional or non-specialist audiences; making connections across disciplines; or giving isolated studies meaning by putting them into a larger context.
3. Application of knowledge – applying knowledge or creating knowledge in the process of its use; some examples include performing in the arts, connecting theory to practice, and addressing substantive societal problems using one's professional expertise.
4. Transformation of knowledge through teaching – developing curriculum and pedagogy; this includes communicating the results to professional audiences.

7 February 2017

To whom it may concern,

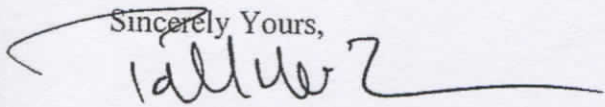
I was recently asked by Professor Joe Wilkins to review the latest Tenure and Promotion guidelines that have been created for academic advancement at Linfield College, and I am pleased to note that they are not only perfectly in line with what is acceptable in our field, but they are also a wonderful model for other institutions to follow. That is to say, what has been created here is very clear, specific, and it does an excellent job of outlining expectations for promotion. As a teaching writer myself, I wholly concur with the standards set forth here, and it is easy for me to see how future colleagues at Linfield will benefit from such clear-eyed benchmarks and expectations. Notably, it isn't just publications that are valued; it is also readings, peer-reviewed work, a habit of sustained productivity, radio and television appearances, workshops, end of year anthologies, and invitations to join editorial boards.

The guidelines for Tenure and Promotion to Associate are very clear, and the leap to full Professor is also nicely explained. In both cases the expectations are reasonable and attainable. I particularly laud the committee for *not* requiring a book to attain tenure (3). For outsiders to the writing world, it may come as a shock to learn how difficult it is to get a poetry collection, a short fiction collection or a novel published by a reputable national press. That this *is* a requirement for full Professor, however, makes great sense.

As a published writer and teacher myself, I am impressed with what I see in this document. I teach at an institution that is of comparable size to Linfield, and these guidelines for professional advancement are very strong. In fact, if I may so say, a possible blueprint for other institutions to follow is at work here. I would have no hesitation putting these into place, and if I were an incoming faculty member, I would appreciate having such benchmarks available.

If you have any questions, please do not hesitate to contact me at 605.274.5434 or at patrick.hicks@augie.edu

Sincerely Yours,



Dr. Patrick Hicks
Writer-in-Residence
Professor of English, Former Chair,
Department of English & Journalism



WILLAMETTE
THE FIRST UNIVERSITY IN THE WEST

900 STATE STREET
SALEM, OR 97301

Professor Joe Wilkins
Department of English
Linfield College

February 5, 2017

Dear Professor Wilkins,

Thank you for sending me the Linfield College English Department's proposed guidelines for tenure and promotion in creative writing. After careful review, with special attention to expectations for professional development, I have found the guidelines to be thorough, flexible, and reflective of accepted standards in the field. They offer new faculty members clear and realistic pathways from assistant to associate and associate to full professor consistent with those found in similar liberal arts institutions; and they will ensure that faculty members remain active in their creative pursuits, bringing practical experience into the classroom while advancing in the profession.

Please let me know if I can be of any further assistance.

Sincerely,

Scott Nadelson
Associate Professor & Hallie Ford Chair in Writing
Chair, Department of English
snadelso@willamette.edu
503-370-6290

To Whom It May Concern,

I'm glad to see Joe Wilkins, Gonzaga graduate, thriving at a wonderful place like Linfield College. Professor Wilkins recently sent me the proposed guidelines for promotion and tenure that articulate requirements in professional work connected to creative writing. As someone who taught in a distinguished undergraduate writing program at Rhodes College and launched the writing program at Gonzaga University, I can say with confidence that these guidelines seem reasonable and rigorous.

Please do not hesitate to contact me if I can provide any other information.

Sincerely,

--

Tod Marshall

marshall@gonzaga.edu

Robert and Ann Powers Chair in the Humanities

Director of the Writing Concentration

Washington State Poet Laureate, 2016-18