

## Memorandum

**To:** Barbara Seidman, ENGL Department Chair  
**From:** The P&T Committee; Steve Bricher, Chair  
**From:** Susan Agre-Kippenhan, Dean of Faculty  
**RE:** Approval of the ENGL Discipline-Specific Guidelines  
**Date:** 16 August 2017



P&T Committee  
Dean of Faculty

Thank you for submitting The ENGL's Discipline-Specific Guidelines for review by The P&T Committee and The Dean of Faculty. We appreciate the hard work that you put into them and we feel that your discipline-specific guidelines will assist The P&T Committee in evaluating candidates from your department. Recall that The Faculty Handbook (IV.6.1.4) asks that the content of the discipline-specific guideline:

*clearly articulates departmental expectations for teaching effectiveness, professional achievement, and service.*

Our overall Assessment: We are pleased to **approve** them.

For your reference, the following summarizes the specifics of our assessment. The summary corresponds to the *Rubric for Assessing Discipline-Specific Guidelines*, which is based on Section IV.6.1.4, *Department-Specific Guidelines for Promotion and Tenure*. Just as in the rubric, the options for *Assessment* are: Satisfactory, Needs work or Missing.

### 1. Teaching Effectiveness Section.

- a. Describes the department's understanding of what constitutes teaching success both in and out of the classroom, including attention to elements included in IV.6.1.1.

*Assessment.* Satisfactory.

*Comments:* The guidelines provide a clear explanation of teaching effectiveness for each discipline: literature and creative writing. Discussion of elements in IV.6.1.1 and items unique to each discipline are discussed.

- b. Includes a statement identifying the role of colleague observations of actual class sessions.

*Assessment.* Satisfactory.

*Comments:* The guidelines identify the role of colleague observations of class sessions, and a rubric is included.

## 2. Professional Achievement Section.

- a. Describes appropriate disciplinary standards and expectations of what constitutes professional achievement, including attention to elements included in IV.6.1.2.

*Assessment.* Satisfactory.

*Comments:* The guidelines provide a clear explanation of professional achievement for each discipline: literature and creative writing. Attention is given to Section IV.6.1.2, including items unique to each discipline. Required professional achievements are identified, as well as examples of evidence of professional achievements within each discipline.

- b. Describes the types and expected levels of scholarship, including interdisciplinary scholarship.

*Assessment.* Satisfactory.

*Comments:* The guidelines describe the types and expected levels of scholarship within each discipline. Interdisciplinary scholarship is discussed, as well as how to view research with students. Scholarship is framed in terms of Boyer's model.

- c. Describes the particular kinds of public scholarly products.

*Assessment.* Satisfactory.

*Comments:* The guidelines describe the particular kinds of public scholarly products for each discipline. Peers reviewed publications have the highest weight.

- d. Describes the types of peer review that are most common and valued within their discipline.

*Assessment.* Satisfactory.

*Comments:* The guidelines identify the types of peer review that are most common and valued in each discipline.

## 3. Service Section.

- a. Defines and identifies institutional and departmental forms of service, especially those that might be unique to the department, including attention to elements included in IV.6.1.3.

*Assessment.* Satisfactory.

*Comments:* The guidelines define and identify forms of service, including elements in IV.6.1.3, as well as elements unique to each discipline: literature and creative writing.

- b. Describes forms of service both inside and outside of the college to the disciplines represented by the department.

*Assessment.* Satisfactory.

*Comments:* None.

## 4. Differentiation Between Promotion and Tenure.

- a. Guidelines describe a set of clear expectations for tenure and promotion within the discipline-specific interpretation of the standards in Section IV.6.

*Assessment.* Satisfactory.

*Comments:* Expectations for tenure and promotion to associate professor are discussed

for each of the three areas (Teaching Effectiveness, Professional Achievement and Service) within each discipline (literature and creative writing). The guideline recommend that promotion to associate professor be positively linked with the decision to grant tenure.

- b. Guidelines differentiate between: Tenure, Promotion to Associate Professor and Promotion to Full Professor.

*Assessment.* Satisfactory.

*Comments:* Expectations for promotion to full professor are discussed for each of the three areas (Teaching Effectiveness, Professional Achievement and Service) within each discipline (literature and creative writing).

#### 5. Review of the Document.

- a. Demonstrates the guidelines are commensurate with external institutions and agencies (such as similar institutions of higher education, professional organizations or accrediting bodies).

*Assessment.* Satisfactory.

*Comments:* Letters of external endorsement are provided by colleagues at Univ. of Portland, Augusta Univ., Willamette Univ. and Gonzaga Univ. Guidelines addressing scholarship are also included from Univ. of Portland and Pacific Univ.

- b. Demonstrates guidelines are consistent with Linfield's values as stated in the strategic plan.

*Assessment.* Satisfactory.

*Comments:* The guidelines are consistent with Linfield's values as stated in the strategic plan.

Thank you for creating the ENGL Discipline-Specific Guidelines. We appreciate your participation in this important component of the promotion and tenure evaluation process.

Your Promotion and Tenure Subcommittee:

Steve Bricher, Chair  
 Mike Crosser, NSM  
 Tom Love, SBS  
 Melissa Robinson, PDX  
 Dave Sumner, A&H (recused)

Dean of Faculty:

Susan Agre-Kippenhan