

## Memorandum

**To:** Chuck Dunn, MATH Department Chair  
**From:** The P&T Committee; Brian Gilbert, acting for Steve Bricher  
**From:** Susan Agre-Kippenhan, Dean of Faculty  
**RE:** Approval of the MATH Discipline-Specific Guidelines  
**Date:** 17 April 2016



P&T Committee  
Dean of Faculty

Thank you for submitting The MATH Department'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. The guidelines provide a discipline-specific interpretation of Section IV.6.1.1 centered around a cycle of planning, execution and adaption based on reflection by the candidate.

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

*Assessment.* Satisfactory.

*Comments:* The guidelines thoughtfully identify the role of colleague observations of class sessions. The guidelines describe a system of pre- and post-observation discussions between candidates and tenured faculty in the MATH department that center on the candidate's classroom goals and reflection on how well the goals have been met.

## 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 thoughtful and clear explanation of professional achievement within the discipline. Attention is given to IV.6.1.2. Required professional achievements are identified, as well as examples of evidence of other professional achievements within their 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, framed within general types of scholarly products, including undergraduate research and interdisciplinary scholarship.

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

*Assessment.* Satisfactory.

*Comments:* The guidelines describe the particular kinds of public scholarly products for the discipline.

- 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 common and valued in their 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 to the department, college, community and profession. Attention is given to IV.6.1.3, as well as items unique to their discipline.

- 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. The guidelines suggest that promotion to associate professor should 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.

## 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:* The guidelines include two positive external reviews from faculty at University of Redlands and Wheaton College.

- 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 MATH 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 (recused)  
Brian Gilbert, NSM  
Tom Love, SBS  
Melissa Robinson, PDX  
Dave Sumner, AH

Dean of Faculty:

Susan Agre-Kippenhan