

Department of Philosophy

Guidelines for Promotion and Tenure

Evaluation of faculty for promotion and tenure will be based on a continuing record of high-quality, effective, and committed teaching at multiple levels of instruction; high-quality and effective advising at the appropriate levels; substantive, creative, and innovative scholarship; and effective service.

Appointment/Promotion with Tenure to Associate Professor

- (1) The successful candidate will have a continuing record of high-quality, effective, and committed teaching. Although, moreover, the department both welcomes and values effective, committed advising by its untenured faculty, its advising system is such that it requires of the successful candidate, not that he or she has provided high-quality advising, but only that he or she show at least some evidence of being in the future an effective and committed advisor at both the undergraduate and graduate levels. These achievements will be demonstrated primarily through the teaching portfolio. (The teaching portfolio shall contain the items required, and may also include items suggested, in AR II-1.0-5 pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.
- (2) The successful candidate will have produced substantive, creative, and original scholarship. This achievement will be primarily demonstrated by (1) external letters of assessment solicited by the unit from leading authorities in the relevant field(s) and (2) the quality and quantity of the candidate's publications (already appeared or accepted for publication). Faculty must demonstrate that they have established an independent research agenda and show evidence of a sustainable long-term commitment to scholarly research and publication. The department also expects successful candidates to have moved beyond the specific research they conducted in their Ph.D. dissertations (as evidenced by the contents of publications).

The department stresses that, in evaluating publications, it values the quality of research and not just its quantity. It is conceivable that a handful of outstanding essays, or an outstanding book alone, would suffice for tenure. A greater number of quality original essays, a quality monograph together with several essays, and a quality new scholarly translation or edition of a primary text together with several essays, are three more of the multiple types of record that would justify tenure on the grounds of research creativity and originality. Translations, edited volumes or edited special journal issues containing quality original essays, and review essays also count as valued research. A significant number of a successful candidate's publications will have been subject to a rigorous review process.

In evaluating scholarship, the department will also take into consideration the candidate's academic presentations (including the caliber of the forums involved), book reviews in journals, receipt of extramural funding, receipt of professional honors and awards, and other scholarly activities and products that can be shown to contribute to knowledge relevant to philosophy, including the authorship of textbooks. However, although all these contributions amplify a candidate's file, they do not substitute for scholarly work published by respected journals and presses.

In addition, collaborative research with colleagues and dissertation advisors is valuable. It is important, however, that the candidate be able to demonstrate that he or she has made a substantial contribution to such work.

- (3) The successful candidate will have demonstrated modest levels of quality service to the department and, if relevant, the college, university, and profession, establishing a record of effective collaboration in performance of service responsibilities. All faculty members are also expected to contribute appropriately to the collective growth and development of the department and, if appropriate, college and university. Refereeing essays, manuscripts, proposals, and applications for journals, presses, and institutions falls under service to the profession.
- (4) The successful candidate with a D.O.E. including administrative duties will have demonstrated creative and effective performance. This performance will be measured by documents provided by faculty, students, staff, or other administrators on the UK campus. If the administrative duties include off-campus activities, external letters may be solicited.

Appointment/Promotion with Tenure to Full Professor

The successful candidate will have both maintained the record of high-quality, effective, and committed teaching that helped secure his or her tenure and established a record of quality advising at both the undergraduate and graduate levels.

Regarding research, he or she will (1) have demonstrated significant evolution in his or her research since the time tenure was granted, (2) have produced a research record since that time that, taking into consideration the pace of publication and the number of years involved, would at least be sufficient to earn an untenured faculty person tenure in the department, and (3) be recognized—in letters of assessment written by leading scholars in his or her field(s)—as having a demonstrably significant impact on this field(s) and as occupying a position of national or international prominence. The candidate must also have research plans for the future and show evidence of a continuing sustainable commitment to scholarly research and publication.

Regarding service, candidates for promotion to full professor are expected to have continued contributing appropriately to the collective growth of the department and college or university and to have contributed more to the service mission of the department and college or university than do probationary faculty. They will also have provided high-quality departmental administration, if needed and called on.

Teaching, advising, service, and administration will be demonstrated by the sorts of material included in FMER evaluations, supplemented by whatever documents or materials the candidate believes are appropriate.

Promotion from Lecturer to Senior Lecturer

The successful candidate for promotion will have a continuing record of high-quality, effective, and committed teaching. Assessment of teaching performance will be based upon the candidate's teaching portfolio as well as classroom visits by the chair and other faculty. (The teaching portfolio shall contain the items required, and may also include items suggested, in AR II-1.0-5 pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as development of new courses, participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.

The successful candidate will also have performed well in other respects specified by his or her D.O.E., such as professional development and service to the department, college, university, and profession. Evidence of professional development can take a variety of forms, including attendance at professional conferences and seminars; participation in courses taught within the department and departmental colloquia and reading groups; receipt of extramural funding and professional honors and awards; and presentations, publications, and other forms of scholarly production such as are mentioned above in reference to promotion to associate professor. Since the primary aim is to show continuing active engagement within Philosophy, however, expectations for the number of such scholarly products shall be less than those for tenure-track faculty, and there is no need for the candidate to establish an independent research agenda provided that professional development is satisfactory in other respects.

Letters assessing both teaching and other aspects of the candidate's D.O.E. shall be written by all regular title series faculty, but no external letters of assessment shall be required.

Appointment and Renewal of Lecturers and Senior Lecturers

Lecturer appointments are automatically renewed unless the department expresses a wish to the contrary. Any recommendation for non-renewal or for terminal reappointment must be preceded by a full discussion among the department faculty. Such a discussion shall be held whenever the chair considers it advisable or when requested by two or more faculty members. Following the discussion the chair shall write a letter to the dean summarizing faculty opinions and making a recommendation; other faculty may also, at their discretion, write a letter to be included with that of the chair.

Criteria for appointment, reappointment, and other decisions pertaining to the lecturer position shall be as follows:

Appointment at the Rank of Lecturer:

The appointee will have received a PhD and show promise of being an excellent teacher as evidenced by previous teaching experience, UK classroom presentations, or any teaching statement submitted as part of the application process.

Appointment at the Rank of Senior Lecturer:

The appointee will have received a PhD at least five years prior to appointment and be demonstrably an excellent teacher. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities.

Reappointment:

The lecturer or senior lecturer will have shown evidence of living up to his or her promise of excellence at teaching as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The lecturer will also have a record of excellence in the performance of any assigned nonteaching responsibilities.

Nonrenewal of Appointment:

The lecturer or senior lecturer will have failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

Terminal Reappointment:

The lecturer or senior lecturer will have persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

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Research Statement

Research comprises contributions to knowledge. Contributions to knowledge can take diverse forms. The types of intellectual product bulleted below enumerate what the philosophy department counts as research.

In reviewing faculty research for official evaluation purposes, the department will consider these types of intellectual products in the following order of importance, *ceteris paribus*.

- Original monographs, original essays in journals or edited volumes, and new scholarly translations *or* editions of primary texts, all in recognized scholarly venues.
- Editorship of collections, editorship of special journal issues, translations, and review essays, all in recognized scholarly venues.
- Academic presentations.
- Journal book reviews, encyclopedia articles, textbooks, and other scholarly work.

In evaluating materials of this sort, careful attention will be paid to their quality and length as well as to the quality of the presses, journals, and forums involved in comparison to other outlets pertinent to the area of philosophy in which the material falls. In evaluating the quality of faculty research, attention will also be paid to receipt of research grants, honors, and awards and to invitations to deliver academic presentations.

In addition, collaborative research with colleagues and dissertation advisors is valuable. It is important, however, that the candidate be able to demonstrate that he or she has made a substantial contribution to such work.

Refereeing essays, books, proposals, and applications for presses, journals, and institutions counts as service to the profession and not as research.

Guidelines for Full Professors

Full professors are expected (1) to deliver high-quality teaching and advising at both the undergraduate and graduate levels, (2) to publish or disseminate high-quality original research, (3) to provide high-quality professional service, including outside the department, and (4) to provide high-quality departmental administration, when needed and called on.

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Statement of Promotion and Tenure Expectations

Special-Title Series Appointments

Special-Title Series appointments are by their nature variable. Some may have an emphasis on teaching; others on service and administration. This variability will be reflected in the Distribution of Effort document (DOE), and promotion and tenure expectations for STS faculty members will depend upon the individual faculty member's DOE over the course of the probationary period or over the course of time since promotion to associate professor.

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Evaluation of faculty for promotion and tenure will be based on a continuing record of high-quality, effective, and committed teaching at multiple levels of instruction; high-quality and effective advising at the appropriate levels; service to the department, college and university; and a demonstrable commitment to creative and original philosophical research.

Appointment/Promotion with Tenure to Associate Professor

- (1) Because the DOE of STS faculty members will normally specify a high concentration of effort in teaching (usually on the order of 70-75% of total effort), the successful candidate will have a continuing record of high-quality, effective, and committed teaching. Although the department both welcomes and values effective, committed advising by its untenured faculty, its advising system is such that it requires of the successful candidate, not that he or she has provided high-quality advising, but only that he or she show at least some evidence of being in the future an effective and committed advisor at both the undergraduate and graduate levels.

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These achievements will be demonstrated primarily through the teaching portfolio. (The teaching portfolio shall contain the items required, and may also include items suggested, in AR II-1.0-5 pertaining to the teaching portfolio.) Committed and effective teaching can also be evidenced by such matters as participation in professional philosophy teaching forums, invited or contributed talks about the teaching of philosophy, teaching-related publications, and grants to promote instructional innovation or pedagogical research.

- (2) If the DOE specifies a significant concentration of effort in service, then the successful candidate will have demonstrated high quality service at the departmental, college, university and/or professional levels. The quality and nature of such service will be evaluated principally by the chair and other departmental officers, though at the time of promotion the views of all faculty will also be solicited. If, on the other hand, the DOE does not specify a high concentration of effort in service, then it is expected that the successful candidate will have demonstrated modest levels of quality service to the department and, if relevant, the college, university, and profession, establishing a record of effective

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collaboration in performance of service responsibilities. All faculty members are also expected to contribute to the collective growth and development of the department and, if called upon, college and university. Refereeing essays, manuscripts, proposals, and applications for journals, presses, and institutions falls under service to the profession.

- (3) The successful candidate with a DOE including administrative duties will have demonstrated creative and effective performance. This performance will be measured by documents provided by faculty, students, staff, or other administrators on the UK campus. If the administrative duties include off-campus activities, external letters may be solicited.
- (4) As the DOE of STS faculty will not normally emphasize research but rather teaching or service, the department does not expect that faculty member will have a publication record like that of a Regular-Title Series colleague going up for promotion. The expectations will be commensurate with the effort represented by the DOE over the course of the probationary period. The department does expect, however, that the Special-Title Series faculty member will be able to show a commitment to philosophical or pedagogical research in the form of conference and workshop presentations and publications in journals as well as books. This achievement will be primarily demonstrated by (1) external letters of assessment solicited by the unit from leading authorities in the relevant field(s) and (2) the quality, quantity and regularity of the candidate's presentations and publications (already appeared or accepted for publication).

Faculty must demonstrate that they have established an independent research agenda and show evidence of a sustainable long-term commitment to scholarly research and publication. The department also expects successful candidates to have moved beyond the specific research they conducted in their Ph.D. dissertations (as evidenced by the contents of publications and presentations).

Appointment/Promotion with Tenure to Full Professor

The expectations for promotion or appointment to the rank of Professor will likewise be in harmony with the Distribution of Effort of the individual faculty member.

The successful candidate will have both maintained the record of high-quality, effective, and committed teaching that helped secure his or her tenure and established a record of quality advising at both the undergraduate and graduate levels.

Regarding research, he or she will have continued to demonstrate an active commitment to philosophical or pedagogical research through regular conference presentations and publications in the appropriate professional venues.

Regarding service, candidates for promotion to full professor are expected to have continued contributing appropriately to the collective growth of the department and college or university and to have contributed more to the service mission of the department and college or university

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than do probationary faculty. They will also have provided high-quality departmental administration, if needed and called on.

Teaching, advising, service, and administration will be demonstrated by the sorts of material included in FMER evaluations, supplemented by whatever documents or materials the candidate believes are appropriate.