

## CRITERIA FOR INSTRUCTOR/LECTURER PROMOTION

### Department of Philosophy University of Central Florida

This document provides guidelines for the determination of promotion recommendations for instructors and lecturers in the Philosophy Department. The Department offers programs in humanities and cultural studies, philosophy, religion and cultural studies, and cognitive sciences; our faculty, therefore, represent a wide range of disciplinary and interdisciplinary expertise. Examples of faculty specializations range from classics to the postmodern, from aesthetics to the philosophy of neuroscience, and from religious expression to artificial intelligence.

For instructors and lecturers, quality teaching is the essential criterion for promotion. That being said, quality research and service should also be considered in this process. This document, therefore, while not exhaustive, attempts to list the paradigmatic activities to be considered in evaluating teaching, research, and service. In light of the disciplinary and interdisciplinary diversity in the Department, this document provides additional, evaluative considerations under each of these three categories. These additional considerations allow for some adjustment and interpretation of the criteria according to the specialization of the faculty member being evaluated.

Instructors/Lecturers at any applicable rank are not required to apply for promotion. Instructors/Lecturers who apply but do not achieve promotion will continue at their current rank and retain the right to reapply in a future promotion cycle. Instructors/Lecturers intending to apply for promotion may request a dossier review and feedback at any point but no later than two (2) months in advance of the promotion deadline. Requests should be made to the Department Chair.

The Philosophy Department is committed to honoring diverse patterns of activity and productivity. The activities outlined here are the activities that will be evaluated, but they are not intended to comprise a complete list. The criteria for assessing the activities defined below should be taken as guidelines, rather than as precise, inflexible rules.

Activities other than those listed in the categories above may be taken into account at the discretion of the Department. Except where based upon invitations of distinction, unassigned types of activity compensated by sources other than the University generally will not be credited for promotion.

The criteria for promotion of the Department of Philosophy are compatible with the university criteria for promotion, which are as follows:

**Promotion to Associate Instructor/Lecturer** requires a consistent record of excellence in assigned duties. Evidence of excellence may include departmental annual evaluations of teaching, student evaluations of teaching, peer evaluations of teaching, teaching awards, examples of successful student learning outcomes, and demonstration of leadership and rigor in teaching. Additionally, contributions to student advising and other departmental, college, or university service should be included in the promotion application. Pedagogical publications or professional presentations, discipline publications and/or creative activities, classroom and laboratory innovations, or performance in other areas of assigned duties may also be included. The application template and required/suggested materials may be found in the Instructor/Lecturer Promotion Dossier Format.

**Promotion to Senior Instructor/Lecturer** is based on the same criteria as promotion to Associate

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Instructor/Lecturer. It carries an additional expectation of leadership in the university and

profession. The application template and required/suggested materials may be found in the Instructor/Lecturer Promotion Dossier Format.

Additionally, following the university criteria, assessment for promotion will be based on the candidate's specific annual assignments, and it is expected that the standard instructional-teaching role will usually make up 80% of an instructor/lecturer assignment. Exceptions require an explanation and should be noted in the dossier. Assessments of the quality of a candidate's teaching, research and service are based upon the following kinds of items. The paradigmatic activities listed below are not necessarily exhaustive, and other relevant activities may be considered by the department if deemed relevant to a candidate's promise of excellence.

## **Teaching**

The Department of Philosophy is committed to excellence in teaching and maintaining the highest standards of the profession. The following items will be considered in assessing the merit of teaching performance.

1. Student evaluations, including written comments, and the faculty member's response to such evaluations.
2. Classroom peer-review(s), as conducted by or assigned by the Chair or requested by faculty member.
3. Student Advisement.
4. Directorship of an academic program of study.
5. Professional Development: participation in, organization of, or attendance at conferences, courses, workshops and seminars designed to enhance competence and understanding in academic or scholarly contexts.
6. Additional evidence of extra teaching effort or other evidence of quality teaching such as the following:
  - 6.1. Awards or other kinds of formal recognition.
  - 6.2. Development of new courses and significant revisions to existing courses.
  - 6.3. Oversight of independent studies, directed readings, theses, and other student research projects.
  - 6.4. The development and successful implementation of innovative pedagogical techniques.
  - 6.5. Presentation of guest lectures in classes taught by other instructors.

Service related to teaching not mentioned here will be evaluated under the heading of service. The activities outlined above are not rank-ordered. However, it is expected that meritorious performance as teachers will be evidenced by several indicators of pedagogical success, as well as effort. Faculty members may demonstrate their effectiveness as teachers by multiple means, including measures of student satisfaction, measures of student success, and/or peer review or recognition

### ***Additional Considerations in Evaluating Teaching:***

*Interdisciplinary and multi-disciplinary teaching.* Department expectations are that that faculty teaching humanities and cultural studies, religion and cultural studies, and cognitive sciences must teach across disciplinary boundaries, integrating scholarship from various humanistic and/or scientific fields. In addition, Humanities and Cultural Studies and Religion and Cultural Studies Faculty are expected to integrate knowledge of non-western cultures. Teaching interdisciplinary courses may present special demands and challenges. Many interdisciplinary courses, for example, are not only in newly emerging areas of study, but may require preparation across two or more distinct disciplines. Candidates should

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document any such special demands and challenges.

## **Research and Other Creative Activity**

Instructors/Lecturers with a teaching load of 80% or more are not expected to engage in substantial research in order to earn promotion. However, even at a low research assignment, the expectation is that the faculty member will keep current in his/her field. Although substantial research is not expected, the following activities will be considered meritorious for instructors/lecturers applying for promotion.

1. Scholarly activity related to teaching.
2. Publication of authored or co-authored books, articles, book reviews, and commentaries.
3. Readings or performances of creative works.
4. Translation of scholarly books and collections of articles (e.g., in journals or anthologies).
5. Editing of scholarly books and collections of articles (e.g., in journals or anthologies).
6. Production of scholarly or other creative materials in alternative media, including but not limited to online journals.
7. Scholarly presentations at professional conferences.
8. Funded grant activity.
9. Submission of grant applications, book proposals, essays or other relevant work for professional review and consideration.

## **Service and Professional Development**

All members of the Department are expected to share in the work of the Department. The following activities will be considered in assessing the merit of faculty service to the profession, university and community.

- A. University Service
  1. Membership on Department, College or University committees.
  2. Organizing, or participating in, workshops or seminars related to the mission of the Department, College or University.
  3. Coordination of special academic programs.
  4. Advisor to campus organizations.
- B. Professional Service
  1. Offices or special responsibilities in professional organizations related to academic discipline.
  2. Membership in professional organizations related to academic discipline.
  3. Service to one's discipline or other institutions (e.g., refereeing journal articles, external evaluator, program review).
- C. Public Service
  1. To public schools or to other community or state organizations.
  2. As consultant due to professional expertise related to one's academic discipline.
  3. As moderator, guest or commentator on public media, such as television radio or print media on topics related to one's scholarly expertise.