

CRITERIA FOR TENURE AND PROMOTION
Department of Philosophy
University of Central Florida

This document provides guidelines for the determination of tenure and promotion recommendations for faculty members in the Philosophy Department. The Department offers programs in humanities, religious studies, cognitive sciences, and philosophy; 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 all Department faculty, substantial research, quality teaching, and appropriate service are the three, essential criteria for promotion and tenure. This document, therefore, while not exhaustive, attempts to list the paradigmatic activities to be considered in evaluating research, teaching, 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.

It is expected that the Chair of the Philosophy Department along with the Philosophy Department Promotion and Tenure Committee and the Dean of Arts and Humanities regularly will review the candidate's file to ensure that major activities, especially those in research, are properly documented, and that where special evaluative factors and considerations apply, full documentation of those is developed along the way, at least annually, if not more frequently. Activities other than those listed below may be taken into account at the discretion of the Department. Summer research will be counted as an important part of the faculty member's work, but other unassigned types of activity compensated by sources other than the University, except where based upon invitations of distinction, generally will not be credited for tenure or promotion.

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 it is not intended to be a complete list. Later in this document the criteria for assessing these activities are defined. They should be taken as guidelines, rather than as precise, inflexible rules.

- I. Teaching, comprising the following:
 - a) Classroom and/or web-based instruction.
 - b) Direction of independent studies, student research projects or theses or service-learning courses.
 - c) Academic advising
 - d) Program or course development
 - e) Participation in seminars, workshops or other forums which are focused upon curricular concerns, teaching or the learning process.
- II. Research and other creative activity, comprising the following:
 - a) Published research (for example, books, articles, translations, reviews).
 - b) Scholarly activity (for example, development and submission of research results for publication or presentation, editing of anthologies or collections of articles).
 - c) Application for, and acquisition of grants, contracts or competitively awarded sabbaticals.
 - d) Creative activities (e.g., readings or performances of creative work, web-based research, exhibits, media projects, other performances).
- III. Service and Professional Development, comprising the following:
 - a) Activity devoted to administrative functions, or that facilitates objectives, of the Department, College and University.

- b) Participation in professional organizations related to faculty member's discipline or to general faculty roles. Participation in, as well as organization of, conferences, courses, workshops and seminars designed to enhance competence and understanding in academic or scholarly contexts.
- c) Activity that utilizes professional background and expertise in the community outside the University.

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 tenure or promotion.

Criteria for Tenure

The granting of tenure represents a commitment by the University to continued employment of faculty; and it is incumbent upon the faculty to demonstrate that, prior to earning tenure, they have established a strong record of successful teaching, research, professional development and service activity that will be sustained throughout their academic careers. Faculty members seeking tenure shall provide evidence of achievement in the three basic categories of performance. Evidence of academic shall meet University, College and Department requirements. Substantial achievement in both teaching and research and indications of excellence in these categories in the future are necessary for tenure. Expectations for research excellence include peer-reviewed publications. An appropriate amount of activity in professional development and service is also required. Outstanding performance in the professional development and service category alone is insufficient for tenure. To acquire tenure, faculty members must demonstrate their potential for making a significant, positive contribution to the discipline, Department, College and University.

All tenure-earning faculty will undergo a comprehensive internal review of progress every year by a departmental committee composed of the department tenured faculty, and then by the chair, and dean. The faculty member under review will receive and have the opportunity to comment on the reports of the committee, chair, and dean.

It should be noted that tenure is awarded only to faculty at the rank of Associate Professor or higher. Thus, promotion to Associate Professor is a necessary concomitant of the awarding of tenure to an applicant at the rank of Assistant Professor.

Criteria for Promotion

Associate Professor: Criteria for promotion to the rank of Associate Professor are identical to the criteria for obtaining tenure.

Professor: -The criteria for rank of Professor shall include those applicable to preceding ranks. To qualify for promotion to Professor, faculty members must demonstrate sustained performance in research and scholarly activity which provides them national recognition, distinguishes them from faculty of other ranks, and reflects the potential for continued excellence. Continued excellence in teaching and service must be manifest.

Assessments of the quality of a candidate's teaching, research and service are based upon the following kinds of items. The paradigmatic activities listed 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 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. Supervision of student research projects, theses, independent studies, internships, service-learning courses, portfolios, or other capstone work.
4. Directorship of an academic program of study.
5. Academic advisement.
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 academic programs of study, new courses, and significant revisions to existing courses.
 - 6.3. Oversight of independent studies, directed readings, and internships.
 - 6.4. Teaching of Honors courses, capstone courses, graduate courses or participation on graduate thesis or dissertation committees.
 - 6.5. The development and successful implementation of innovative pedagogical techniques.
 - 6.6. Scholarly activity related to teaching. Note, however, that teaching-related research or grants will be evaluated under the heading of research.
 - 6.7. 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, religious studies, and the cognitive sciences must teach across disciplinary boundaries, integrating scholarship from various humanistic and/or scientific fields. In addition, Humanities and Religious 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 document any such special demands and challenges.

Research and Other Creative Activity

The following activities will be considered in assessing the merit of faculty research and creative activity. All research and creative activities should be related to the faculty member's disciplinary or interdisciplinary expertise.

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

8. Submission of grant applications, book proposals, essays or other relevant work for professional review and consideration.

The activities outlined above are not rank-ordered. However, the following general principles will apply in assessing the merit of scholarly and creative activities:

- Books rank above articles, articles rank above reviews and commentaries.
- Readings or performances of creative works will be weighted according to venue.
- Authored books rank above edited books or textbooks.
- Peer-reviewed and competitive creative activities rank above non peer-reviewed and non-competitive creative activities; however invited publications or presentations or performances that carry prestige will be duly weighted. So, for example, an invitation from an association to deliver a keynote or plenary address will rank above an invitation to speak in the colloquium series of a department.
- In general, work published in internationally recognized journals ranks above work published in national journals; work published in national journals ranks above that published in regional journals. Similar considerations apply to conference presentations.
- Scholarly publications rank above scholarly presentations.
- Funded grant proposals rank above grant submissions.
- Work published or presented ranks above work accepted for publication or presentation, and work accepted ranks above work submitted; work submitted ranks above work-in-progress that has not been submitted for presentation or publication.
- Electronic publications will be evaluated according to the same principles as print publications, namely those listed above.
- Creative work taking forms other than scholarly publication will be evaluated according to criteria relevant to the form of that work. For example, creative work that has received reviews in highly recognized publications relevant to the field is more highly valued than creative work that hasn't received such recognition.

Additional Considerations in Evaluating Research:

1. Availability of Scholarly Venues

For interdisciplinary and newly-emerging areas of research, scholarship or creative work, peer-reviewed publication venues may be limited. Examples of interdisciplinary combinations of studies or sub-disciplines of expertise in the Philosophy Department in which venues for peer-reviewed publication are limited, either because of the newness of the sub-disciplines or because of the particular nature of the combination include, but are not limited to: Native American studies, Asian studies, African studies, feminist theory, queer theory, critical theory, cultural studies, dance theory, environmental studies, neurophilosophy, neurophenomenology, neurolinguistics, and others. Candidates may need to be creative in finding suitable venues for dissemination of their work. For example, a candidate's work may be published not only within scholarly journals or venues within the discipline of her or his particular training, but also in journals representing other intersecting disciplinary and interdisciplinary interests and competencies. It is also anticipated that candidates working in newly developing subdisciplines and interdisciplinary fields may publish some of their work in scholarly anthologies devoted to these developing areas. Evaluations give due weight to invited contributions where invitations are prestigious and to work published in anthologies where a rigorous peer-review process can be demonstrate. In this regard, the following should be considered.

- a. Documentation of the limited nature of peer-reviewed publications for that combination of studies.
- b. Documentation of review procedures and level of prestige for the chosen alternate publication venues.
- c. Independent support of research by outstanding scholars in the combination of studies of the submitted publications.

2. Acceptance Rates

When available, acceptance rates of journals should be documented in the faculty member's report on research. The publication records of candidates for tenure and/or promotion will be judged relative to acceptance rates in their field.

3. Timeliness of Editorial Notification and Publication

Candidates and evaluation bodies should note that in philosophy, humanities and religious studies, the review time for work may be lengthy (ranging from several months to over a year), as may the time between acceptance of work and its actual publication (ranging from several months to several years). In cases where particular publication venues have an unusually long time-delay for notification and/or publication, the candidate is advised to do the following:

- a. Indicate and document the length of the review process.
- b. Provide documentation from the editor explaining the unusually long time-delay

4. Citations

Citations, while a good indicator of the quality of one's work, are not the only or necessarily the primary indicator. In addition, the ISI Web of Science is not the only or necessarily standard source of citation information in Humanities, Philosophy, Religious Studies, or even the cognitive sciences. If some of the journals and other publication venues for the candidate are not covered in the ISI Web of Science, the candidate is advised to do the following:

- a. Document that the publication venues are not covered in the Web of Science Citation index.
- b. Provide alternate documentation of references to or other signs of awareness of the candidates' publications.

5. Joint vs. Single Authorship

Joint or multi- authored publications are common in the Cognitive Sciences and many of its combining disciplines. In cases of joint authorship, the faculty member is advised to provide explanation of the role of the authors -- who is primary, what it means to be primary, and the role of other authors. Credit will be assigned in proportion to the primacy of authorship or amount of work involved.

6. Grant Support.

Candidates for tenure and promotion will be evaluated on their grant-related activities according to the availability and importance of grants in their area of research. The importance, availability, and funding levels of grants in Humanities, Religious Studies, and Philosophy are not high. Grant activity in the cognitive sciences however, is more important.

Service and Professional Development

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; Faculty Senate.
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.

D. 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.