

## ***Department of Philosophy***

### **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.

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.

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

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

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.