

# Expectations for Tenure and Promotion

## Department of Philosophy Augustana College Revised April 2023

The Philosophy department strives to develop students who appreciate and demonstrate a commitment to rigorous thinking as a way of life. Given the diversity of careers our majors and minors pursue, we feel that it is incumbent upon the department to prepare students to address not only the practical concerns of life, but also more conceptual concerns. In order to address the practical, our students develop critical reasoning skills, careful listening skills, and the ability to defend well-considered beliefs. Alongside these abilities, students are also required to engage in the consideration of questions that are unique to human flourishing—What is the nature of truth? What is the nature of justice? What, in the end, is it to lead “a good life”?

In order to equip students with the skills noted above, members of the Philosophy department recognize the importance of teaching and advising, as well as serving as role models for our students. Each member of the department views “doing philosophy” as more than “just a job.” Philosophy is a way of life for our faculty. It is marked by the teaching we do, the advising we provide, and the fact that we remain philosophers outside the classroom as well.

In light of the above, we have three major components of student development within the discipline: First, studies in the history of philosophy (ancient and modern, for example); secondly, studies in the method of philosophy (logic and critical reasoning); and finally, studies in courses devoted to specific areas within philosophy (philosophy of law, philosophy of religion, decision theory, ethical theory, philosophy of mind, and so on). We also require that our majors complete a seminar in philosophy.

### *Teaching and Advising*

Given the department’s commitment to its broad and varied curriculum, and given our role in the college curriculum as a whole, the most important factor for earning tenure and promotion is teaching excellence, and conscientious, effective advising. When making promotion decisions, either to the tenured ranks of Associate or Full Professor, or when reviewing the performance of a contingent faculty member, our evaluation of teaching excellence is oriented around our departmental learning outcomes, and is assessed in a holistic fashion based on considerations such as the following:

- The quality of course design, taking into account the specific course goals chosen by the instructor, and the role of the course within the department’s and college’s curricula
- IDEA form quantitative data and student comments
- Examples of student work
- Classroom observation
- Conversations with current and former students

As to advising, we expect each member of the department to share the important task of steering our majors and minors through our program requirements, but with an eye towards the student’s

specific interests, skill level, and goals. Naturally, we also expect each member to spend sufficient time with their advisees that they understand just what these interests, skill levels, and goals are. Finally, we expect that our members will help our students find ways to make good use of their philosophical education as they plan for their post-college lives. We evaluate their success in these efforts primarily based on student feedback.

*Professional Activity/Scholarship*

As mentioned above, we expect our faculty members to serve as role models for our students. In part because of this, we expect that they will demonstrate a continuing engagement with the intellectual life of the field. Of greatest significance, particularly with respect to our roles as role models and teachers, is that members remain up-to-date on developments and ongoing debates in their respective research and teaching specialties, and remain willing to contribute to these intellectual debates.

With these points in mind, in order to be promoted to the tenured rank of Associate Professor, probationary tenure-track faculty members must provide, at minimum, the following evidence of their continuing involvement with the intellectual life of the field:

EITHER:

Three distinct philosophical papers (as opposed to papers on teaching philosophy), either (a) published in nationally or internationally recognized peer-reviewed journals, or (b) presented at national or international peer-reviewed forums, such as conferences.

OR:

One paper published by a leading philosophy journal. Currently, our list of leading journals includes:

*The Journal of Philosophy*  
*The Philosophical Review*  
*Mind*  
*Ethics*  
*Philosophy and Phenomenological Research*

Whether another journal might count as a leading journal will be determined by conversations between the faculty member, the department, and the divisional dean.

OR:

One scholarly book in philosophy published by a recognized peer-reviewed publisher.

For promotion from the rank of Associate Professor to the rank of Full Professor, faculty members must provide evidence of at least the following:

EITHER:

One philosophical paper (as opposed to papers on teaching philosophy) published in nationally or internationally recognized peer-reviewed journals.

OR:

Presentation of a philosophical paper or papers at a minimum of two regional, national, or international forums, such as peer reviewed conferences or colloquia.

Note that, while we do expect contingent members of the department to remain up to date in philosophical issues relevant to their teaching, we do not expect them to demonstrate this through publications or conference presentations. In their case, evaluation of syllabus design serves this purpose.

*Service:*

Tenure-track members of the department—both probationary and tenured—are expected to engage in service activities both to the department (such as serving as Chair, or aiding with the department's efforts to recruit new majors and minors), and to the college community as a whole. We do not attempt to quantify the amount of service in this document; this would be immensely difficult to do, given the variety of service opportunities at Augustana. But we expect that our faculty will demonstrate a robust commitment to service, with the exact meaning of this to be determined through conversations between the department, the faculty member, and the divisional dean.

The department also values service to the Quad Cities community as a whole. Although such service cannot entirely take the place of service to the college, it will certainly be considered along with it.

As a final note: we do not expect contingent faculty members to engage in service to the college. However, any service provided by contingent faculty members will certainly be viewed in a positive light for the purposes of reviews or promotion as supererogatory contributions.

*Diversity, Equity, and Inclusion:*

Faculty members must demonstrate attention to promoting diversity, equity, and inclusion through their teaching, advising, scholarship, and service (whether to the college or the Quad Cities community generally). Methods for demonstrating this will be discussed with the faculty member on an individual basis.