

Expectations for Tenure and Promotion

Department of Philosophy Augustana College Revised April 2026

These expectations for tenure and promotion are provided to help clarify how Faculty Handbook requirements for tenure and promotion are applied in the Philosophy Department at Augustana College. They are, however, only guidelines and they do not replace, amend, or override any information contained in the Faculty Handbook. In the event there is a conflict between these guidelines and the Faculty Handbook or College policy, the terms of the Faculty Handbook or the College policy shall govern.

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 and instructor feedback
- 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 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 and professional development work 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.

Commitment to a Welcoming and Learning-Centered Student Experience

In accordance with its mission, Augustana College strives to ensure academic success for all students by nurturing an atmosphere that is welcoming and learning-centered. This results in students feeling valued and supported in their learning process.

These principles acknowledge the wide range of ways faculty contribute to Augustana's educational mission--through teaching, advising, research, creative work, and service--while affirming our shared commitment to cultivating an environment where all students can thrive.

Faculty are encouraged to interpret these principles broadly in ways consistent with their disciplines, pedagogical approaches, and professional identities.

Candidates for tenure, promotion, and review should include examples of engagement with the following principles in their Case Making Statements and provide supporting evidence of their efforts to:

- **Embrace difference:** Engage thoughtfully with a range of ideas, perspectives, cultures, or communities through teaching, scholarship, or service.
- **Foster a sense of belonging:** Enable a welcoming space where every student can feel seen, valued, and supported.

- **Address needs with intention:** Ensure that students have opportunities and resources to succeed in learning, advising, and professional and scholarly mentorship.
- **Focus on student-centered learning:** Prioritize the needs of students in and beyond the classroom by utilizing evidence-based teaching, advising, and learning strategies.

What might this look like? Examples could include:

- Implement Universal Design for Learning (UDL) strategies for syllabus development, course policies, assignments, and in-class activities
- Examples of your discipline's breadth and depth of thought in course materials
- Assess how your teaching approach includes all students in your classroom
- Identify how your course and/or advising strategies connect students with resources on campus to bolster their learning experiences and sense of belonging
- Connect your research and/or service to Augustana's mission statement and/or Five Faith Commitments
- Attend CELTS workshops and reflect on how you implement strategies into your teaching, scholarship, and/or service