

Philosophy Department Standards for Scholarship

The most highly prized kind of scholarship in the discipline of Philosophy is the scholarship of discovery (original research). In addition to the scholarship of discovery, the discipline values the scholarship of teaching (e.g., publishing a textbook or writing an article for an encyclopedia), the scholarship of application (e.g., editing a collection of essays or a scholarly journal), and the scholarship of synthesis (philosophers addressing a wider audience that includes non-philosophers).

The most widely recognized standard for tenure in departments of Philosophy is some number of articles published in refereed journals or the equivalent (e.g., books published by academic presses). The number of articles varies quite a bit from institution to institution. A relatively small number of highly creative articles may be valued over a larger number of less creative articles.

The scholarship of discovery, teaching, application, and synthesis includes articles published in refereed journals and books published by academic presses or trade publishers with scholarly divisions. Conference papers are also regarded as contributions to the discipline, whether selected through peer review or invited on the basis of scholarly reputation. In addition, book reviews (which are typically written at the request of the editor of a journal) are regarded as contributions to the discipline. However, conference papers and book reviews are not by themselves typically deemed sufficient for tenure and promotion. Receiving a grant from outside one's university is highly meritorious provided that the recipient is chosen through a competitive, peer reviewed, process.

The Philosophy Department's mission statement is as follows:

We seek to provide an engaging program of study in philosophy at the undergraduate level, and to do so in a way that underscores the relationships between philosophy and the Christian faith. We also seek to contribute to the discipline of philosophy through professional writing and conference presentations. Finally, through occasional writings directed to a wider audience, we seek to apply philosophical insights to important religious, moral, and social issues.

Plainly, scholarship is essential to this mission. Note that there are important connections between teaching and scholarship. An engaging program of study requires teachers who are active in their discipline, constantly growing in their own understanding. Scholarship promotes such growth. Active scholars also maintain the high standards of the discipline—vital to Seattle Pacific University's goal of graduating *competent* students. Furthermore, active scholars tend to have high levels of enthusiasm for their discipline, and such enthusiasm is essential to good teaching.

Accordingly, we expect each full-time continuing faculty member to pursue the scholarship of discovery on an ongoing basis. Some may choose to devote all of

their scholarly time and energy to this kind of scholarship; others may choose to divide their efforts between this kind of scholarship and the others, such as that of teaching or synthesis. What we expect, fundamentally, is a growing body of scholarship from each faculty member. We think it's best to be flexible about the nature and "growth rate" of a faculty member's body of scholarship, but it is reasonable to expect the *equivalent* of a refereed journal article every other year. *A typical textbook would be equivalent to about three refereed journal articles. A typical original book would be equivalent to about five refereed journal articles.*

Here are the standards of scholarship for promotion and tenure:

Tenure:

A record of *continuing* growth and productivity as a scholar: minimally, the *equivalent* of at least two peer-reviewed articles representing the scholarship of discovery.

Promotion:

Associate Professor 1: A record of *continuing* growth and productivity as a scholar: minimally, the *equivalent* of at least two peer-reviewed articles representing the scholarship of discovery.

Full Professor 1: A record of *continuing* growth and productivity as a scholar: minimally, the *equivalent* of six peer-reviewed articles representing the scholarship of discovery.