Performance appraisals and progress toward tenure and promotion
Advice for understanding the current (December 2017) faculty performance appraisal process and its relation to tenure and promotion in the Department of Philosophy

1. INTRODUCTION
Faculty members at the University of Waterloo fulfill their job descriptions by doing some combination of teaching, research, and service. Faculty performance appraisals rate how well one is performing each of these elements of one’s job. This process determines faculty members’ selective salary increment each year through the process described in Article 13 of the Memorandum of Agreement. It also constitutes one component of ongoing feedback on their performance, and provides important information to Tenure and Promotion committees at various stages in each faculty member’s career.

The following are default standards and desiderata for the appraisal process. This is a living document, to be updated as circumstances change and as good arguments for revisions come to light. Its role is to describe the procedures and heuristics by which performance is appraised and to sketch the reasons underlying those heuristics. With this information, all faculty may better understand the needs and expectations of the Department and the University as these bear on their job performance and its evaluation; and faculty may better understand the relation between performance appraisals and the tenure and promotion process. There is a standing invitation to bring proposed revisions to this document to the Chair, or to departmental meetings.

Across the University the provisions of Article 13 in the M.O.A. are implemented in somewhat different ways, reflecting different sizes, disciplines, and orientations of faculties and departments. The Department of Philosophy, like many smaller departments, until 2014 left the appraisal process to the Chair. Beginning in January 2015, since the Department now has more than 15 regular faculty members, the reviews will be conducted by a Departmental Performance Review Committee headed by the Chair, as is required by university policy.

To say that the standards described in the document are default is to flag their defeasibility when a reasonable case can be made for departing from them; this is not a one-size-fits-all model. But to say that these are default guidelines is also to indicate the need for such a reasonable case in order to motivate a departure from them.
2. THE PERFORMANCE APPEALASAL

The Performance Appraisal issues in a score out of 2, compounded out of the scores out of 2 on each of the three listed job components, typically according to the formula: (.4 x Teaching) + (.4 x Research) + (.2 x Service). The points on the rating scale and their associated descriptors are:

- 0 – Unsatisfactory
- 0.25 – Needs major improvement
- 0.5 – Needs significant improvement
- 0.75 – Needs some improvement
- 1.0 – Satisfactory
- 1.25 – Good
- 1.5 – Very Good
- 1.75 – Excellent
- 2.0 – Outstanding

Weightings other than 40% each for Teaching and Research and 20% for Service are sometimes negotiated for faculty having special research, teaching, or administrative appointments, usually on a temporary basis. Lighter duties or changed weightings are understood to influence expectations of the quantity of one’s contributions in that area, but not their quality.

Every year (over December and January, traditionally), probationary and fixed-term contract regular faculty members are invited to submit information detailing their accomplishments in each of the three evaluation areas during the previous year. Tenured and continuing faculty members complete the process every second year. A standard form is available in the Faculty of Arts for the presentation of common categories of information. But faculty members are encouraged to take seriously the sections of this form that also solicit any further information they think relevant to their performance since their previous performance review. Faculty members should feel free to include and explain the widest selection of data they want the Chair and Committee to review, and to generally present their own strongest case.

Once the work of the Departmental Performance Review Committee is completed, the Chair recommends numerical ratings for each faculty member, which are then discussed with the Dean of Arts and possibly revised in order to achieve fairness and consistency across the Faculty. The Dean of Arts in turn meets with the Provost to settle evaluation averages across the University, a process which can also necessitate revisions to the proposed ratings.

The overall score for each faculty member is then used to determine that faculty member’s multiplier (“adjusted R”) on the Faculty of Arts basic selective increment, and also serves as a snapshot of one’s general performance in the years evaluated. [The elaborate process for calculating annual salary increases is described in section 13.3.3 of the Memorandum of Agreement.] There is no very precise set of year-by-year scores necessary for tenure; moreover, any remarks in these guidelines must be understood only as advisory to faculty members without being binding on Faculty or

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University-level committees or adjudicators. But at the departmental level, at least, the view is that there is nothing inherently problematic in a probationary-term faculty member’s having scores that initially fall at the lower end of the departmental or faculty distribution. Such scores may simply represent a nascent research program, lack of experience as an instructor, or initial adaptation to the service aspects of a professorial career. In these cases, what matters is that scores are not so low as to be objectively problematic (below 1.0) and that those that do start at the low end of the distribution generally improve over the period of one’s probationary term. Fluctuating overall or specific scores are not an absolute barrier to tenure; indeed, if the fluctuations occur higher up the scale – between Excellent (1.75) and Very Good (1.5), for example – they are likely to be of little moment. But scores that dip down below Satisfactory on any measure, and especially on Teaching or Research, are likely to be of some concern to Tenure and Promotion Committees, who will want to see a trend of quick recovery from any scores of that nature. Overall scores that plateau in the Satisfactory-Good range over several years may be seen as marginal progress toward tenure; the interpretation of such scores will come down to specifics in the sub-scores and to the details of the faculty member’s vita over that time period.

Over the longer course of a career, appraisals should reflect the fact that performance in each of the three measures, and most particularly on research, neither materializes nor disappears within a single year. Recent output and impending output can rightly influence an appraisal. The process should negotiate a middle path between anachronistic ratings, on which a long-quiescent professor receives unwarrantedly high evaluations for “lifetime achievement”, and a mercenary approach, on which one’s contributions are instantly and completely forgotten from one year to the next.

3. DEPARTMENT PERFORMANCE REVIEW COMMITTEE (DPRC)

The DPRC assists and advises the Chair in the assignment of performance evaluation scores, though the final responsibility for rankings rests with the Chair, who submits a recommendation to the Dean (in accordance with M of A section 13.5.6).

Eligibility: All regular faculty members with a continuing appointment in the department (i.e., tenured professors or continuing lecturers) are eligible to serve. Regular faculty with probationary appointments are eligible to serve as non-voting members of the DPRC as described below. Committee members will recuse themselves for the discussion of their own or their spouses’ files, and declare other possible causes of conflict of interest.

Scope: The DPRC will normally assess the performance of all members of the Department other than those who, by policy, are not evaluated in the Department (e.g., the Chair, members holding administrative appointments at the rank of Associate Dean or higher). The committee will recommend scores in each of the categories (Teaching, Scholarship and Service) for each department member evaluated in every category for which her/his appointment requires an evaluation.

Information provided and confidentiality: Members of the DPRC will have access to the activity reports submitted by all department members to be evaluated, and to other information relevant to performance evaluation. This includes the weightings of scholarship, teaching and service of each faculty member, information about reduced
loads, the performance ratings from the previous year, and other things that may arise on an individual basis. Since university policy and practice dictates that “smoothing” of scores over a number of years is often appropriate, the Chair will share information with the DPRC about whether “smoothing” happened in recent years for any particular faculty member. Much of this information is sensitive; the deliberations of the DPRC will therefore be confidential, and members will treat the confidential portions of the assessment material appropriately.

Membership: The DPRC will include the department Chair, who shall chair the committee, and two other eligible department members. Normally, members will be appointed for a two year term, with the terms staggered to provide continuity; after the completion of a term on the committee, a department member will not be eligible for membership on the committee for two years (except in the case where s/he becomes Chair). Each year the Chair may appoint one probationary faculty member as a non-voting member of the committee. In the first year after a new Chair is appointed, the Chair may choose to appoint the previous Chair as a non-voting adviser to the committee.

Selection of Committee: During the Fall term, ballots will be circulated to all regular faculty members in the department; the ballot will list all members of the department eligible for election to the DPRC, and will include available information about who will be on sabbatical or other leave at the time the committee’s work will be carried out. Each department member will vote for up to three department members. When the results are tallied, the Chair will approach members about their willingness to serve in order by decreasing number of votes.

4. TEACHING
Teaching in the Department falls into two broad categories: undergraduate and graduate. Each of these has various forms, moreover. In both categories the Department expects strong teaching of all faculty members. Among other things this means teaching accurate information, engaging students, grading fairly, organizing courses well, following Departmental policies for teaching, and generally treating students with respect. Most of the appraisal of one’s teaching contributions will be based on evidence regarding the intensity and quality of one’s performance in these two categories. However, the boundaries between them can be blurred in some situations, and there are also forms of mentorship that are partly educational and partly research or service oriented – such as supervising a Research Assistantship or professionally mentoring the Teaching Assistants for one’s courses. Heavy work obligations or significant successes in one of these less central or less sharply defined domains are also worth taking into account, especially if the former were imposed or requested by the Department. It should be noted, however, that the Faculty of Arts has adopted the view that “overload” teaching for which a stipend is paid and that was not assigned by the department will not count as an increase in teaching workload, and that such work, even when assigned by the Department, must be evaluated in light of the fact that the faculty member has already received some extra financial compensation for it. Such
additional considerations should be clearly articulated in one’s activity report to the Chair.

Faculty should also feel free to seek out extra information about their teaching – e.g., by requesting extra classroom visits by faculty members – with the aim of improving their instruction, without fear that such additional information, if negative in some respect, would be used in their summative evaluations.

The standard teaching load in the Department is currently four courses per academic year; typically these will be organized as two courses in the Fall term and two in the Winter term. Teaching assignments are occasionally available in the Spring term, but this is not the norm. Given the Department’s historical faculty and student numbers, it is rare for faculty to teach more than one graduate seminar per academic year, and not uncommon to teach no graduate seminar in an academic year. So the bulk of one’s course-based teaching in any given year, and possibly all of it, will be undergraduate teaching.

Policy 77, when describing the evaluation of teaching for tenure and promotion, notes that “university teaching involves much more than classroom performance and, hence, it is important to develop a fair assessment of competence and effectiveness across the candidate’s full spectrum of teaching activities,” including curriculum development. Preparing a course for teaching the first time, if done conscientiously, is often a more time-intensive process than re-teaching one. Faculty should include information about curriculum development work and whether a course was a new prep in the material they submit as part of the annual performance review process.

4a. Undergraduate teaching

Undergraduate teaching is the largest single undertaking of the University and the Department. It encompasses lecture instruction, pedagogy through feedback on coursework, and the evaluation of student work.

Evidence regarding the quality of undergraduate teaching is largely extracted from student course evaluations administered by faculty members on a voluntary basis (except for occasional years in which evaluations are required for all University courses) and calculated by the Arts Computing Office. The three scores regarded as most significant for this exercise are Overall Evaluation of the Course and Overall Evaluation of the Instructor and the overall average of scores for questions 1-9. The Departmental average on each of these scores in a given year is assumed to indicate broadly acceptable teaching; non-trivial departures from the average on either measure will tend to modify the assessment of one’s UG teaching in the same direction.

Context relevant to the interpretation of this evidence includes the course size, level, degree of technicality, status as required or optional, proportion of Philosophy majors/honours among the students, response rate, average grade in the course, the teaching evaluations of sections of the same course when it has been offered over the past several years, and one’s teaching load in that term. Large courses at the first or second year level that are required courses for students from other faculties may have a lower natural evaluation level, while small courses taught primarily to Philosophy Honours students are expected to have higher course evaluations. Such differences will
normally be factored into the evaluation of the scores. Other relevant evidence can include such factors as independent student complaints, and nominations for teaching excellence awards.

4b. Graduate teaching
The clearest analogue of undergraduate teaching at the graduate level is the graduate seminar. Through some combination of lecturing and student participation, professors bring their students to the cutting edge of research in some sub-field, introducing students to the scholarship and methods that will enable them to contribute to academic philosophy as researchers. In large measure the Department’s standards and expectations for the structure and orientation of such seminars can be gleaned by examining the range of seminars recently offered by other faculty members. However, some explicit guidelines for graduate teaching do exist. These include grade-level rubrics for graduate work, periodically circulated by the Departmental Graduate Chair and available from the Graduate Secretary.

Course evaluations can be conducted for graduate seminars, but these too are voluntary. These evaluations normally will be substantially higher than average undergraduate evaluation scores, but they do provide an opportunity for information about problematic teaching, should it exist, to come to the fore. Hence they are worth administering at regular intervals for all faculty members (say, at least every second seminar), and every time for probationary faculty.

Much graduate teaching is in the form of individual work with Philosophy graduate students: PhD Research Area supervision, M.A. research papers, and thesis supervision at both the Master’s and Doctoral levels. Supervision in each of these domains is a matter of teaching, guiding the revision of work, monitoring students’ progress, and providing timely feedback, each in a manner appropriate to the particular student. Faculty have a part in seeing that students complete their work to an appropriate standard and on a reasonable schedule. Faculty members’ obligations therefore include avoiding a range of potential problematic behaviors: frequently slow feedback on draft work, disorganization, poor communication, shifting or inconsistent advice, or inaccessibility for meetings. Supervisory conduct that unreasonably slows the completion of students’ programs amounts to unsatisfactory teaching.

Strong graduate supervision is thus properly understood as encompassing teaching, among other things. It is not merely gate-keeping into the academy. Some students may thrive on nearly independent work, but supervision includes more focused guidance for those students who require more intense and more regular interaction with faculty. It is difficult to measure fine degrees of excellence in supervision, but strong supervision is indicated by such outcomes as student work that gets published or given at refereed conferences, and by graduate placement in desirable jobs, while problematic supervision may be manifest as a student dissertation, area study, or coursework that requires departmental intervention or otherwise falls on some other faculty member to remedy. However, these outcomes can also partly reflect the abilities and efforts of the students themselves. Regular Departmental discussions regarding graduate students, as well as direct feedback from supervisors in their annual reports, assist the Chair in recognizing when weaker students are getting strong supervision in spite of not
necessarily producing the strongest work. For some such students, merely completing the degree may be a sign of outstanding supervision. Thus the aim of these remarks is not to dissuade faculty from supervising any but the most talented graduate students, but rather to emphasize the need for good supervision of any student, and the goal of using all plausible metrics to measure the quality of supervision.

It takes a department to raise a graduate student. Delivering the components of a graduate degree to all the students the Department admits is a shared responsibility in Philosophy. Every faculty member, over the long run, should discharge this obligation by substantial contribution to as many facets of graduate instruction as possible, supplementing fewer contributions in one respect (e.g., thesis supervision) with greater contributions in another (e.g., thesis committee work). Graduate teaching that overlaps with service and is essential to the smooth functioning of the Department includes serving as a reader or thesis committee member for graduate theses; arranging and conducting oral defenses of theses; professionally and academically advising students, including in one’s role as pro tem supervisor; and conducting mock interviews for students with impending academic job interviews.

5. RESEARCH
The assessment of research quality and intensity is particularly open to case-specific considerations. Policy 77 reflects the breadth of endeavours apt to count as research contributions:

Scholarship may take several equally valuable forms. One is the discovery of new knowledge, which may differ from discipline to discipline, and includes the generation of new concepts, ideas, principles and theories. A second form involves the innovative coordination, synthesis or integration of knowledge. This type of scholarship seeks and promotes understanding in a broader context by organizing knowledge in a new and useful way, by illustrating new relationships between the parts and the whole, by relating the past in a new way to the present and future, or by demonstrating new and significant patterns of meaning. Scholarship may also be observed in new and useful applications. Indeed, significant new applications of knowledge to the problems of society represent important scholarly contributions.

Nevertheless, disciplinary and sub-disciplinary standards and practices can rightly influence how research contributions of these various sorts are evaluated. Sound and fair evaluation will reflect the standards of the relevant field or sub-field, without penalizing breadth or innovation that is appropriately linked to the relevant field.

Normally the key measure of research activity is published or presented original research output. But other measures are also relevant, including: evidence of research impact; winning research grants and research awards, especially Tri-Council awards; and organizing conferences and academic institutes that advance research and promote the research reputation of the Department. Hence it is important to
reemphasize both the default nature of these Departmental guidelines and the invitation for faculty members to bring forward and explain any evidence they consider relevant to their evaluation.

5a. Research quality
The following schema for the evaluation of research performance serves as a prima facie categorization of research venues. The relative rankings can be overridden on the basis of the properties of specific pieces of work. Faculty members can make a case for regarding some piece of research as coeval with other (prima facie more significant) kinds of research, or for regarding forms of work not listed here as having a research component that merits consideration.

The categories have both fuzzy borders and a great deal of internal variety; one should expect overlapping categories and room for negotiation about, e.g., rankings among journals, among presses, and among conferences. Distinct sub-disciplines have different premier journals, and place varying emphases on the relative merits of books and articles in prestigious journals, so the assessment of research contributions should be relative to sub-disciplinary context. In general, however, evidence of high quality will comprise evidence of serious (preferably anonymous) review processes, low acceptance rates (roughly, below 15%, and lower if possible), and evidence of research impact in the discipline. Non-traditional publication venues and formats such as online journals, or works published under “creative common license,” may well demonstrate these features.

From most significant to least significant, the default categories of research significance are:

1. Books published with presses having strong academic reputations, and with evidence of meaningful peer review.
2. High quality peer-reviewed journal articles, as these terms are understood above.
3. Edited volumes with good presses or respected contributors; invited chapters in edited collections that feature influential and respected authors or editors, published by reputable presses; and textbooks, especially those with reputable presses, with evidence of novel contributions to the discipline.
4. Books with less prestigious presses, but with evidence of some non-trivial refereeing process.
5. Refereed, but non-competitive publications in well-known venues (e.g., Stanford Encyclopedia).
6. Research papers in lesser-known journals having relatively high acceptance rates.
7. Invited major or keynote addresses to prestigious conferences.
8. Research papers presented in longer sessions at major international conferences with evidence of substantial peer review and prearranged commentary.
10. Book reviews in top journals.
11. Poster presentations at major international conferences with evidence of substantial peer review.
12. Research papers in minor, unrefereed journals or proceedings.
14. Non-academic or purely introductory presentations, popular talks; newspaper or (non-academic) magazine articles.

5b. Research intensity
In sketchiest general terms, one to three items annually in Categories 2 or 3, or a proportional rate of Category 1 book publication, or, or course, combinations of these with compensating adjustments in frequency, should be considered very strong research output for Philosophy faculty, especially when supplemented with other output in further categories. However, a dearth of research output for a few years after hiring is not a good start, even if this results in a book eventually. Probationary faculty should ensure the maintenance of quantifiable research output over the short term, even if longer-term and larger-scale research projects are also under way.

As has been noted elsewhere in this document, department members are free to include and explain any information they feel is relevant to the evaluation of their performance in their activity reports. Additionally, though, in cases where there is concern—due to variation in subdisciplinary norms or for other legitimate reasons—that there is a persistent risk that one’s rate of publication could be misjudged by the DPRC and DTPC, faculty members are invited to work with the Department Chair to develop useful information that can be shared with the FPRC and the DTPC about what rate of publication is appropriately expected.

It is worth reemphasizing that appraisals should reflect the fact that performance as a researcher neither materializes nor disappears within a single year. Throughout one’s career, research output can be “streaky,” so in general a pattern of productivity is more important than one’s output over any particular year. At the same time, in any given year (factoring out special circumstances) it is important to show signs of research activity at some levels on the above scale, preferably as part of a trend for work to move upwards on the above scale from year to year. For example, a conference paper has added significance when it occurs as part of a research career in which conference papers have frequently turned into journal articles.

The above remarks apply to most of the research activity normally reported by members of the Department. Some scholarly activity undertaken by faculty members, perhaps for instance a “significant new application of knowledge to the problems of society,” might not be reflected in publication in traditional venues. The Department recognizes the value of such work, provided it relates in appropriate ways to philosophy as a discipline. However, it is up to the faculty member to provide evidence of the significance of this work, bearing in mind this passage from Policy 77:

Although any of these scholarly activities may be carried out on a confidential basis, the expectation of the University is for communicated scholarship. In general, only work that is accessible for peer review or professional adjudication can be considered in assessing scholarship for performance reviews, tenure or promotion. Regardless of the discipline and type of scholarship, the key ingredients are the originality, quality and impact of the scholarly work.
Finally, lower categories on the above list have a fairly rapidly diminishing marginal utility; a few book reviews or newspaper articles are part of a healthy research profile, but a multitude of book reviews or newspaper articles on their own do not “make up for” a lack of peer-reviewed books and articles. Rather, this would be a sign of mistaken use of professional time and energy.

6. SERVICE

The evaluation of Service in the Department will be consistent with the Faculty of Arts Service Standards. A copy of these standards is posted on the Department Sharepoint site.

The University recognizes work of various kinds, at various administrative levels, as apt for the partial satisfaction of the Service element of a continuing lecturer, tenured or tenure-track appointment. Faculties and departments may emphasize more specific kinds of service, however, and indeed both the Faculty of Arts and the Department do so. In a smaller department, such as Philosophy, the fixed administrative load of a department (especially one with a PhD program) is less widely distributed on faculty members than in a large department. Since there is a substantial minimum amount of administration that must be done in order for the Department to sustain its various programs, and to interact effectively with the University, any faculty member who performs little or no departmental service thereby places a significant additional administrative burden on his or her colleagues to do it. In Philosophy, therefore, while the appraisal of each faculty member’s Service component recognizes wider institutional and disciplinary service, it emphasizes Departmental work in the first instance. Service of these broader institutional and disciplinary sorts, while to be recognized and valued, should proceed in addition to or parallel with Departmental service over at least the medium term, and should not be viewed as a longer-term alternative to Departmental service.

In the absence of competition among faculty members to hold committee and Associate Chair positions, these are typically distributed by nomination from the Chair or by active voluntarism from faculty members, followed by discussion and consensus among the Department, rather than by a wider nomination and voting process. As the Faculty Standard document makes clear, it is a faculty member’s duty to find ways of contributing service-wise to the Department both within and outside the department – perhaps simply by indicating to the Chair a willingness to serve in appropriate roles.

The positions of Department Chair, Associate Chair of Undergraduate Studies, and Associate Chair of Graduate Studies are the most substantial forms of departmental service. They are positions in which faculty members are effectively “on call” to deal with specific administrative issues at any time, and which require not only a major investment of time but also an element of leadership and assistance for other faculty members. Each of these positions carries with it a stipend and a reduction in teaching duties, which must be taken into account when performance is evaluated. However, the roles, diligently undertaken, typically involve a much larger investment of time and energy than is compensated for in this way. Responsible and highly effective
performance in one of these positions is the most certain determinant of a high Service rating, provided the other expectations described in the Faculty Standard are met.

Other formalized positions in the Department of Philosophy at the time of writing include: Women’s Studies Advisor; Cognitive Science Advisor; Applied Philosophy Advisor; Social Media Coordinator; Library Officer; Undergraduate Philosophy Student Society (“Philsoc”) Liaison Officer; Women’s Studies Student Society (“WSSoc”) Liaison Officer; Computing/IT Officer; Colloquium Organizer; Alumni Relations Officer; Careers Advisor; St. Jerome’s Philosophy Department Liaison Officer; and Departmental FAUW Representative. The Library, Undergrad, Computing, Colloquium and FAUW Representative positions may be particularly well-suited for junior faculty members, since they are both less time-intensive and presuppose somewhat less familiarity with the intricacies of the University. Yet it is to be expected that each of these positions involves periodic meetings, maintaining contact with designated extra-departmental staff or students, some organizational commitments, and a responsibility to keep the Department informed of relevant developments, normally via written reports but in other means if circumstances warrant. From year to year their commitments can vary significantly; their contributions to one’s Service rating vary accordingly.

Departmental affairs moreover require the existence of a range of committees. Some of these are standing committees, some are periodically and predictably reconstituted, and some are ad hoc committees intended to deal with specific issues. For example:

Standing committees:
- Graduate Committee
- Undergraduate Committee
- Performance Review Committee

Recurring committees constituted as necessary:
- DACA (Hiring Committee)
- DTPC (Tenure and Promotion)

Service in these committees too can be a substantial contribution, depending on the number of issues that fall to the committee in a given year.

There is also a more diffuse yet significant sense in which the Department of Philosophy depends on faculty service: the contribution that faculty members make to the Department by being present during regular office hours; by being readily available for consultation with students and other faculty members; and by their inclination to answer email and telephone messages promptly, and to complete administrative necessities (grades, letters of recommendation, etc.) quickly and without reminders. Service of this broad sort helps to evenly distribute the inevitable daily burdens of running a department. Absenteeism, a reduced departmental presence, or chronic tardiness or disorganization in the completion of administrative tasks all lead to some burdens falling disproportionately upon those faculty who are in their offices, available, and responsive. They also create additional work for departmental administrators and
support staff. Problematic performance in these aspects of Service is likely to be reflected in one’s annual appraisal.

There are many opportunities to meet the expectations for University-level service such as: various Faculty of Arts committees (Arts Faculty Council Executive, Admissions; appeal committees of various sorts); University committees; Senate; with the Faculty Association; or in conjunction with student organizations; in roles such as chairing PhD examinations in other departments; and so on. These will have widely diverging levels of commitment, however, and the degree of these commitments is a factor in weighing the significance of the service. Membership on several quiescent University committees may not be evaluated as highly as membership on the Department’s DACA during a hiring year.

Finally, the Department and the University also recognize and encourage service to the wider discipline, in the form of work such as journal, conference, and manuscript refereeing; journal editing; administrative and leadership roles in extra-Departmental programs; board membership in academic societies; community outreach; and academic mentorship not amounting to teaching. This is valuable work indicating a well-rounded contribution to the academy, and reflecting the respect and recognition one has earned in the wider discipline. It should be so recognized in performance appraisals. (These may also be contributions that weigh especially heavily in later-career decisions about promotion to Full Professor rank.) Nevertheless, every faculty member’s career as a successful contributor to the wider discipline asymmetrically depends upon having a functionally administered department, and service evaluations within the Department ought to reflect this.