Guidelines for Evaluating Discovery and Student Mentoring

At the Area Committee

College of Liberal Arts

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The College of Liberal Arts (CLA) Area Committee is charged to evaluate faculty for promotion and tenure at the College level. To better understand each candidate and provide a fair evaluation, the College has developed guidelines for discussion, based on "Criteria For Tenure and Promotion for the West Lafayette Campus."

Underlying the CLA guidelines is the expectation, established by Purdue University, that "To be considered for promotion, a faculty member should have demonstrated excellence and scholarly productivity in at least one of these areas: discovery, learning and engagement. Ordinarily, strength should be manifest in more than one of these areas**."** **[West Lafayette Campus Promotion and Tenure Policy-2017-18 AY Policy]** Furthermore, commitment to active and responsive mentorship, advising and supporting the academic success of undergraduate and graduate students should be documented.

The following commentary and guidelines are intended to address concerns specific to CLA in the areas of Discovery and Student Mentoring. This document is intended to complement, not supersede, the standards for promotion and tenure of the individual schools and departments.

Assessing Scholarly Production

Scholarship Prior to Purdue

A candidate's overall career trajectory, including impact and record of publications prior to Purdue, is considered. However, for Assistant Professors, the Area Committee expects strong evidence of scholarship while at Purdue in that it extends, develops and innovates their prior work.

Peer Evaluation

In judging the value of a candidate's scholarly production, the Area Committee assesses the quality and quantity of scholarly production, but also requests evaluations of the scholarly record by persons able to do so authoritatively, taking as essential external reviewer letters from the candidate's field(s). Additional sources of evaluation include the results of the deliberations of department primary committees and comments provided by department faculty (on ballot forms).

Dissemination

The Area Committee assesses the quality and quantity of a candidate's scholarly production, but also how it is disseminated to appropriate audiences through books, articles, book chapters, engagement, software productions, entrepreneurship, and/or through artistic expression such as music scores, choreography, exhibits, and performances. Citation of a candidate's work (excluding self-citation) can also serve as a measure of dissemination of the work. To facilitate evaluation, the candidate should strive to document the impact and value of outlets within the individual's field(s) or discipline(s). For some disciplines, there are reputable resources that can provide information about impact factor, number and sources of citations, and journal rankings. [1] However, candidates and the Area Committee should recognize that impact factors vary relative to the type of discipline, and that interdisciplinary work or work in multiple disciplines may require assessment of impact without recourse to citation indices. Most importantly, it is incumbent on candidates to contextualize any rankings, impact factors, or citation counts that are used as evidence of impact.

Other evidence of dissemination may be more relevant, depending on the field or discipline. In these cases, the Area Committee requires the candidate to provide

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[1]Some recognized citation indices (as of 2017) that may be useful include:
SC Imago
Arts and Humanities Citation Index
Social Science Index
MLA International Bibliography
Google Scholar Citations

information about the quality of venues where works are displayed, or the quality of those evaluating those works.

Professional Recognition and Impact

A candidate will be evaluated based on the degree to which the individual's work has resulted in recognition or distinction in the respective discipline(s). This can be demonstrated in several ways; for example, awards or prizes, number of citations of the candidate's work (excluding self-citation), the depth or diversity of citations of the candidate's work, reputation of the outlet or venue, evaluation by external expert reviewers, or participation in collaborative or interdisciplinary projects. For assistant professors, while it is assumed that the thesis or dissertation will be a source for scholarly production, the Area Committee expects the candidate to demonstrate scholarly growth beyond the dissertation work. In sum, the Committee looks at a wide array of evidence that points to potential for eventual national or international recognition within the larger discipline(s) (promotion to Associate Professor), or demonstration of national or international recognition within the discipline(s) (promotion to Full Professor).

In addition, impact of scholarship can be assessed in other ways, such as in public scholarship. Examples of public scholarship include policy briefs, media appearances, taskforce reports, peer reviews of policy related reports, white papers, documentaries and technical reports. Candidates should describe how their public scholarship intersects with their traditional scholarly work targeted to an academic community. Public scholarship alone will not meet expectations for academic publications but will be considered a demonstration of the candidate's recognition and impact in the public sphere, and/or commitment to the land grant mission of Purdue.

Some units require a book for promotion to the next rank, others do not, and some have flexible requirements. Disciplinary and unit's cultural norms should be made clear in that unit's promotion and tenure document, and should be respected at the level of the Area Committee. Guidelines of the respective professional associations should be taken seriously. The College accepts that a wide array of evidence across disciplines can indicate national or international recognition, or the potential for it.

Additional Guidelines on Forms of Work

Scholarly Books and Textbooks

Some departments in the College place more emphasis on scholarly books or monograph production, while others place more emphasis on articles in peer-reviewed journals or on works of art and juried exhibitions. In departments where book length projects may be expected, the candidate should be aware that a contract for a scholarly book or a textbook cannot be used for tenure and promotion purposes, because contracts are regularly tendered based on a prospectus and a few chapters. However, the Area Committee will consider book length projects as long as the publisher has reviewed and accepted the *complete book*

manuscript, evidenced by a letter of acceptance from the publisher stating that the Editorial Board has approved the manuscript for publication, and it is forthcoming. If the author received anonymous reviews of the completed book, it is useful to append these with the publisher's letter. Candidates should make available to external reviewers both the accepted manuscript and the letter of acceptance from the press, because the reputation of the publisher can be taken as one indicator of a book's likely quality and potential impact. To further facilitate this evaluation, the candidate should provide information on why a publisher was chosen and its role in publishing works in the candidate's area of expertise. The state of monograph publishing has been undergoing significant changes which include reduced opportunities to place manuscripts with the top presses. We will keep this fact in mind when assessing our views of academic excellence.

Textbook publishing is a recognized form of production in the scholarship of teaching and learning. Textbooks can be evaluated in various ways, including:

- Sales figures provided by the publisher. These figures can be obtained from the royalty statements sent to the candidate.
- Published reviews in academic journals. These reviews must be published in established journals in the field and cannot be reviews on consumer websites.
- Anonymous reviews solicited by the department from external reviewers.
- Prominence of the publisher in the field. Candidates should be aware that "print-on-demand" textbook publishers are less likely to be viewed as venues of robust scholarly credential than are traditional publishers.

Non-print Formats

Scholarly production in non-print formats, such as performances, exhibitions, documentaries or similar outlets such as podcasts, can be assessed by considering their purpose and placement. Some non-print works may have the pedagogical goal of presenting existing knowledge in a non-print medium, while others may portray the results of research or creative efforts. Whatever the purpose, it is incumbent on the candidate to show evidence of impact. Work should be archived in a format that allows outside expert reviewers to assess quality and impact. Note that work distributed via video sharing sites is burdened to show impact, and candidates are responsible for demonstrating impact. Candidates should also strive, for public presentations or performances, to provide details concerning jury selection (acceptance/rejection rates), attendance, or other factors as deemed relevant by the candidate's tenure home.

Book Chapters

If chapters (or the production of an edited volume) are used as evidence of scholarly dissemination, candidates should provide explanation of the review process, the reputation of other contributors, and any other measures of impact, whether qualitative or quantitative.

Multi-authored Work

Because conventions concerning order of authorship vary across programs, candidates should not assume that the Area Committee shares interpretation of author order. Therefore, candidates should provide reliable information concerning the relative weight of the candidate's role authoring the work, for example, marking with an asterisk when the candidate is a lead or an equal co-author on multi-authored works. Furthermore, for candidates going from Assistant to Associate, it is important that the record of publications shows increasing independence from the major professor.

Publications in Digital Format

Technological advancement and diversity of publication venues make it increasingly important for committees at all levels to be able to give fair and full consideration to candidates publishing in digital format such as on-line journals. Candidates should provide evidence of quality and impact of on-line publications, and a review process should be in place that interprets and evaluates the new forms of publications in the candidate's field(s).

Student Mentoring

With the University's new requirement that active and responsive mentorship, advising and supporting the academic success of students also be documented as part of the process that defines tenure and promotion, the Area Committee offers the following examples of mentoring efforts. The list below is not exhaustive.

A. Research
  a) Undergraduate Students
    1. Involvement in undergraduate student research activities that result in joint publications and conference presentations;
    2. Responsibility in transformative activities for undergraduate students that require a significant investment of time, including recommendations for career development and placement counseling, job search workshops, scholarships and grants through Purdue's National and International Scholarships Office (NISO), and summer research programs;
    3. Mentoring of undergraduate students through disciplinary organizations and/or societies to increase Purdue students' visibility at regional and national levels;
    4. Working with student interns such as Dammon Dean's Scholars and Wilke Undergraduate Research Internship on research projects.

  b) Graduate Students
    1. Involvement in graduate student research programs in dissertation supervision; committee memberships and significant research consultation that result in joint publications and conference presentations;

2. Involvement in transformative activities for graduate students that require a significant investment of time, including recommendations for career development and placement counseling, job search workshops, scholarships and grants through Purdue's National and International Scholarships Office (NISO), and summer research programs;
3. Mentoring of graduate students through disciplinary organizations and/or societies to increase Purdue students' visibility at regional and national levels;
4. Mentoring of graduate students in teaching and/or grant writing.

B. Teaching
1. Transformative coursework that involves significant one-on-one or group mentoring;
2. Interaction with students during service-learning coursework;
3. Directed reading or independent course work;
4. Advising on honor's thesis or course projects;
5. Leading or co-leading study abroad or study-away courses with significant teaching and mentoring effort;
6. Recommending students for fellowships, scholarships and internships that impacted their future academic and career success;
7. All undergraduate and graduate course development and any supervision of graduate TA's or mentoring of graduate student instructors.

C. Engagement with Students
1. Participation with undergraduate and graduate students in developing, planning and completing curricular or extracurricular experiences for K-12 students and teachers such as summer outreach, research and recruitment events;
2. Participation in formal or informal programs for student/faculty interactions, e.g., the Faculty Fellow Programs in the Residence Halls, BGR Faculty Mentor, Summer Stay Scholars, Safe Space training, Veterans Success Center Green Zone Training, Learning Communities, student organizations, clubs, and other similar programs;
3. Active engagement with students in support of community programs such as service learning and fundraising projects;
4. Active engagement with the College and the University in recruitment and orientation activities such as Boiler Gold Rush, STAR, etc.
5. Active engagement with cultural centers and programs that serve underrepresented minority students and first-generation students.
6. Coordinating internships and co-ops.