

DEPARTMENT OF ANTHROPOLOGY
Purdue University

**CRITERIA FOR PROMOTION TO THE RANKS OF
ASSOCIATE PROFESSOR WITH TENURE AND
FULL PROFESSOR**

INTRODUCTION

It is a goal of the Department of Anthropology at Purdue University to encourage and support its faculty members to achieve and sustain the department's expectations for excellence and productivity in their research and scholarship, teaching and learning, and service and engagement. This document is intended to offer guidance to faculty members to promote their professional success by describing the criteria considered in decisions about promotion to the rank of Associate Professor with tenure and to the rank of full Professor in the Department of Anthropology, Purdue University. The official University criteria and procedures for promotion and tenure are outlined in the University Promotion Policy (Form 36). The criteria listed below are intended to provide useful information not only for the faculty members seeking promotion but also for mentoring committee members, who are responsible for providing advice to pre-tenure faculty members, and for members of both the Department of Anthropology Primary Committee and the College of Liberal Arts Area Committee, who have responsibility for evaluating candidates' credentials.

University guidelines state that to be considered for promotion, a faculty member must have demonstrated excellence in at least one of the three following areas: creative endeavor, research, and scholarship; teaching and learning in its many forms; and engagement in its many forms, including extension and outreach.

In the Department of Anthropology, demonstrated excellence in research is the most important criterion used to determine promotion and tenure. Demonstrated effective teaching is also necessary for promotion and tenure. In exceptional circumstances a colleague may be considered for promotion based primarily on outstanding, innovative, far-reaching, and influential performance in the scholarship of teaching or in the scholarship of engagement.

An appropriate level of service to the Department, the College, the University, and the profession is expected as a normal part of faculty duties, and supplements the overall record of accomplishments.

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Assistant Professors who are nominated for promotion and candidates seeking appointment as Associate Professor with tenure are expected to demonstrate professional accomplishment commensurate with the high expectations for a top university in Research and Scholarship, Teaching and Learning, and Engagement and Service. The following guidelines offer descriptions of the expectations of the Department of Anthropology. The Department of Anthropology generally recommends both tenure and promotion together; a recommendation of tenure without promotion or promotion without tenure could happen only in highly exceptional circumstances.

Research and Scholarship

The mission of the Department of Anthropology includes a core commitment to excellence in research, discovery, and impact. Consequently, the department expects that all candidates for promotion demonstrate a sustained record of research, scholarly achievement, and impact of their work. The general criteria for advancement to associate professor and full professor are outlined in the University Promotion Policy. With regard to demonstrating excellence in research or creative endeavor, section B of Form 36 is relevant, and the department offers the following additional guidance about expectations for faculty.

The Department of Anthropology considers five criteria involving research excellence: *productivity, quality, impact, continuity, and intellectual independence* of the research program. All untenured faculty members should recognize that these criteria form the basis for recommendations of promotion as they plan their research activities. Further, candidates should address these criteria explicitly when preparing their statements of current research interests (as specified in section B7 of Form 36). Other areas of accomplishment that contribute to excellence in research and scholarship, include obtaining external funding, distinction and recognition, major policy impacts, and significant, innovative applications of research.

Productivity – In assessing productivity, primary emphasis will be given to publications in high quality refereed journals, peer-reviewed authored books, and other professional activities that demonstrate impact. Faculty members are encouraged to establish a strong record of refereed publication early in their careers. Because the review and editorial process for book manuscripts can be lengthy, a candidate may need to offer evidence of a publisher's contract and completed manuscript with a scheduled publication date. Edited books and book chapters where peer review is evident will be considered positively in the context of a sustained record of refereed publications, especially where such work indicates evidence of national and international recognition. However, self-published, inadequately refereed, open-access writing, or on-line publications will be scrutinized carefully, and may be given little or no stature as evidence of scholarly accomplishment unless the candidate provides convincing evidence of peer review and impact comparable to that of established major journals. Textbooks can contribute to the scholarship of a field when they make significant and demonstrable intellectual contributions, and they will be regarded positively, however they should not be a substitute for other forms of scholarly accomplishment and textbook writing is not recommended at the assistant professor level. In the case of co-authored works, the faculty member's contributions should be demonstrated.

Presentations at professional meetings are an important way of contributing to the dissemination of knowledge and establishing a reputation in a scholar's field. While presentations and other activities (such as organizing symposia and roundtables) at meetings are positive accomplishments for faculty, the department also expects faculty to demonstrate productivity in the form of publications that contribute their research to a wider audience and establish their presence as influential scholars in their field.

For faculty whose primary area of performance is the practice of anthropology, other appropriate measures of excellence in professional performance and impact on anthropology and society will include authorship and co-authorship of presentations, publications and other

productions—solo or with students, clients, anthropology colleagues, and others—that influence anthropologists and other scholars; influence on policies; well-documented projects and project reports from which other practitioners have benefited; leadership in practice; and applied anthropology accomplishments published and presented to professionals in anthropology and related fields.

Quality – The quality of a candidate’s research will be an important component of the assessment of scholarly contribution. Members of the primary committee have the responsibility to examine the publications of candidates when making judgments of quality. In addition, the quality of the journals as indicated by such things as reputation, editorial board members, impact factors, and rejection rates will be considered in judgments of quality. The department expects that some of the candidate’s publications will have appeared in major influential journals in anthropology or in the candidate’s area of specialization. Publications of books from respected, peer-reviewed presses (such as major university presses or other major respected publishers of scholarly books) that are based on a faculty member’s research and applications are also good measures of success in scholarship. Positive reviews of the faculty member’s book in scholarly journals (or other appropriate venues) will be regarded as further evidence of the significance of a book and its contribution to the candidate’s reputation. Outside reviewers will be asked to make judgments of research quality and of the quality of the journals in which the publications appear. It is expected that these reviewers will be experienced and senior members of the field.

Impact – Candidates must be able to demonstrate that their research has an impact on their field. Outside reviewers will be asked to evaluate the impact or likely impact of the research program. It is expected that it may take a number of years to develop a national reputation, and citation analyses may be used to supplement reviewers’ assessments of impact. Candidates are expected to compare favorably with other top scholars in the candidate’s area of research. When thinking about where to submit one’s research for publication, faculty should consider both the quality and visibility of the journal. Publication in widely read and respected journals will generally lead to greater impact. Candidates for promotion to associate professor are expected to demonstrate evidence of growing national recognition in their area of specialization. Editorial board memberships might also be evidence of such recognition for both levels of promotion, but would be secondary to peer-reviewed publications. Editorships and memberships on grant panels, more likely for more senior scholars, can also be used as evidence of recognition for candidates for promotion to associate professor.

Impact can also include development of future scholars, and therefore participation in graduate education will be considered as evidence of research excellence, as outlined in Form 36. However, participation in graduate education will not be considered a substitute for having high impact publications.

Continuity – It is expected that candidates for promotion will demonstrate continuous activity in their pursuit of research over the period between appointment to a tenure-track position at Purdue and their evaluation for promotion without unexplained gaps in productivity, except for periods when the “tenure clock” may be stopped for university-approved reasons. Publications based on previous research (e.g., dissertation research or projects already undertaken prior to arrival at Purdue), grant proposals to carry forward related or new projects, and evidence of successful, on-going research that is likely to lead to future publications are all considered evidence of continuity in productivity. A candidate’s overall

record of solid and sustained productivity, impact, and national or international reputation is what is considered, wherever that record was accumulated, so long as there is evidence of comparable continuity of quality at Purdue as well.

Intellectual Independence – The primary committee recognizes the value of interdisciplinary and collaborative research but also believes that all candidates for promotion should be able to demonstrate intellectual independence in their program of research and significant contributions in any co-authored published work. Independence and intellectual leadership may be demonstrated by being the first author or sole author on a significant number of their publications, or by other means of demonstrating leadership in research and scholarship, as appropriate to their specialty area. For collaborative projects, candidates should provide information regarding their contributions.

Additional factors that may be considered. Candidates are expected to have evidence of applications for external funding for research, and strong success in this area will be positively regarded. External funding, in addition to its ability to facilitate the conduct of research, helps to demonstrate continuity, impact and intellectual independence. Consequently, the primary committee will look closely at the history of efforts for external funding when examining the case for promotion. However, external funding is not a litmus test for promotion. That is, the absence of external funding when coupled with an otherwise excellent scholarly record will not preclude a recommendation of promotion and the presence of funding when coupled with a weaker record of productivity or quality will not guarantee it.

Similarly, accomplishments in the following areas, when combined with the other five criteria listed above, contribute to an evaluation of excellence in research and discovery: international linkages and projects, distinction and recognition, major policy impacts, and innovative applications of research.

Teaching and Learning

The Department of Anthropology recognizes that our role in developing a future generation of scholars and leaders depends on providing high quality teaching and learning experiences for undergraduate and graduate students. All faculty members are expected to demonstrate evidence of quality teaching, demonstrating teaching accomplishments using data appropriate to Section A of Form 36. In addition to these guidelines, the primary committee may consider the impact that the candidate's teaching has had on department enrollments, recruitment of students to the anthropology major, promoting honors accomplishments among students, promotion of international opportunities, and innovative programs of experiential learning. Further, the evaluation committee may consider the candidate's effectiveness at teaching the core courses that serve the broad spectrum of Purdue students.

The Department of Anthropology is unlikely to grant tenure or promotion to a candidate who has not successfully demonstrated research accomplishment during the probationary years. Therefore a candidate who seeks promotion primarily on the basis of excellence in teaching must meet a very high standard that goes beyond excellence in their classes, and they must also demonstrate significant accomplishment in research. To be promoted on the basis of Teaching/Learning, a candidate must demonstrate national recognition in the scholarship of teaching, especially in anthropology or one of its subdisciplines. For example, publishing widely-adopted new teaching methods or resources, contributing to the pedagogical literature

on teaching, citation in the works of others concerning pedagogy, positive reviews of the candidate's textbooks or other teaching materials, conducting empirical research that gains national professional recognition, serving on national committees pertaining to teaching in the discipline, or significant awards would be examples of broader impact than is normally expected in the area of Teaching/Learning.

Teaching at a major research university such as Purdue University also includes intensive education and mentoring of both undergraduate and graduate students, including activities that occur outside the traditional classroom setting. Teaching the necessary skills for our undergraduate students to be successful in their own professional development may include supervising undergraduate honors theses, encouraging undergraduates to participate in faculty research programs, assisting students to find research funding, encouraging research presentations or publications of supervised students, coaching them in preparation for successful entry into graduate programs or other appropriate placements such as internships or employment, and facilitating their preparation for careers outside of academia. At the graduate level supervising master's theses and doctoral dissertations, supporting students' efforts to present and publish their research, and providing guidance on the importance of and strategies for obtaining pre-doctoral and post-doctoral extramural and intramural research support are all aspects of effective teaching.

Service and Engagement

With regard to service, the Primary Committee expects faculty to share in the governance and necessary activities of the department through committee service, teaching of undergraduate core courses, and other activities with students. Assistant Professors are expected to contribute a modest amount of departmental service in their initial years with increasing participation at an appropriate level in committees, activities, and other service at the college and university level activities. Service to professional or governmental organizations is a component of service excellence and can involve such activities as offices held in state, regional, national, or international societies or working to translate research findings into public policy.

With regard to *engagement*, since Anthropology has a long history of applied research we well understand the value of research that connects with constituencies outside of the academic community of anthropologists. A sustained record of successful involvement that combines anthropological research and knowledge with policy-making, planning, and collaborative implementation of social change efforts to contribute to human well-being will be viewed very positively by the Department of Anthropology.

Consequently, research and scholarship that connects to the public good as well as advancing the field of anthropology is valued. The standards used to evaluate applied research, like basic research, include refereed publications; external funding; regional, national and international reputation; and other evidence of effective applications of scholarship.

PROMOTION TO FULL PROFESSOR

Associate Professors seeking promotion to Full Professor or candidates seeking appointment

to a position as Full Professor with Tenure are expected to have attained high levels of sustained accomplishment and an outstanding record in their professional work, leading to a national or international reputation in their areas of expertise. The following guidelines reflect the standards expected by the Department of Anthropology.

Research and Scholarly Activities

Candidates for promotion to Full Professor must be able to show evidence of intellectual leadership and impact on the research of the field. Major theoretical contributions that influence the research programs of other scholars are expected. Candidates are expected to have achieved national recognition for their work and to show evidence of intellectual leadership through the publication of peer-reviewed articles and books that make significant contributions to the discipline. Evidence of the impact of scholarly work must be manifest. Citations of scholarly work in journals and books are one indicator of the impact of one's scholarly activity. Honors and recognitions by one's colleagues in the discipline or in a specialty area also provide evidence of professional scholarly impact. Journal editorships, editorial board memberships, election to office in professional societies, and memberships on grant review panels are also indicators of impact and stature in one's discipline.

Scholarship of Teaching

Promotion to Full Professor primarily on the basis of scholarship of teaching requires a sustained and exceptionally influential nationally or internationally recognized record of high quality contribution to the scholarship of teaching. Evidence of national or international recognition can include citations in the work of others concerning teaching and pedagogy, awards, the widespread use and outstanding reviews of the faculty member's textbooks or other instructional materials, and pedagogical innovations that have an impact on teaching in the field.

Scholarship of Engagement

Scholarship of engagement as a basis for promotion to Full Professor requires national or international recognition of a candidate's sustained, high quality engaged scholarship. This may be demonstrated by having a major impact on public policy, by widespread citation by others in non-academic as well as academic contexts, by receiving public awards from national or international organizations, and by recognition from national or international professional organizations in the form of awards for contributions to public policy or social action. Candidates for Full Professor should be involved in service to the department, college, or university, and they should exhibit leadership in service to the profession.

Approved by the Faculty and Head, Department of Anthropology

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