This document discusses considerations for promotion/tenure in the Department of Consumer Science. The official University criteria and procedures for tenure and advancement in rank are outlined in the University Promotion Policy and related documents (see http://www.purdue.edu/hhs/faculty/promotion_tenure.html). This is not a checklist of minimum requirements that, if satisfied, guarantees promotion. Rather, this document is a guide for faculty seeking promotion/tenure, and for promotion committee members evaluating CSR promotion candidates. This does not define the sole or single route to promotion or tenure. It is intended to explain the expectations and the nature and scope of the promotion criteria to assist individuals in preparing documents for promotion and tenure.

The Department of Consumer Science is interdisciplinary in nature and has researchers coming from a variety of methodological areas who study consumer behavior, finance, family dynamics, economics, business issues and health using differing qualitative and quantitative methods. The basic criteria for promotion and tenure in the Department of Consumer Science are considered when assessing an individual’s excellence and impact in teaching, research, engagement, service, and mentoring across his/her career. Judgments should be based on quantitative and qualitative assessments of the cumulative record of the individual at Purdue. In addition, all promotion candidates should provide evidence of their commitment to active and responsive mentorship, to their activity in mentoring, advising, and supporting the academic success of undergraduates, graduate students, and postdoctoral scientists, in their promotion documentation.

For research faculty, the criteria for promotion are similar to those for tenure-track and tenured faculty, but with much greater or singular focus on accomplishments in discovery/research. For clinical/professional faculty, the criteria for promotion emphasize the demonstration of excellence in the areas of learning or engagement, with strength expected in both areas.

**Research/Discovery**

The goal of research in the Department of Consumer Science is to show excellence and impact in addressing scientific and applied issues in consumer economics, financial and family economics, retailing, consumer behavior, health and well-being, and the business and sales and sales management areas. Faculty with research obligations are expected to develop and maintain an identifiable program of scholarship and research excellence that contributes to the Department and the College of Health and Human Science’s objectives, mission, and goals.

The quality of a candidate's research is indicated by the significance of its contributions to the field, the use of rigorous and/or innovative methodology, the novelty and relevance of the findings, and the potential to generate new directions for future research. A strong record may also be research that substantially advances knowledge on a problem or issue, and/or individual
publications that address an issue of great significance.

The quality of a candidate’s research can be judged, indirectly, from the quality of the journals or other publication outlets in which it is reported. A journal’s impact factor, rejection rate, and ranking or reputation within the candidate’s area of research are important signs of quality. Journals that have only moderate rankings or rejection rates may be judged as acceptable if they are appropriate for the research topic.

All candidates for promotion should be able to demonstrate their intellectual independence in their program of research. Intellectual independence can be demonstrated in several ways, including serving as the Principal Investigator on externally-funded research projects, being the sole author or primary author of publications, and publishing research reports with co-authors who are undergraduate students, graduate students, and/or postdoctoral scientists whom the candidate has mentored or co-mentored. When a candidate’s record includes many publications co-authored with former mentors, the description in the promotion document of the candidate’s research interests should clarify the candidate’s significant and distinctive contributions to the research already completed and the research underway. A strong promotion candidate will be identified by a distinct body of research unique to that individual’s research program. The demonstration of intellectual independence is especially important in consideration of candidates seeking promotion from associate to full professor.

In assessing productivity, faculty should be aware that primary emphasis will be given to publications in refereed journals. Research productivity is indicated by the total number of articles published and the rate at which articles have been published in appropriate publication outlets (i.e., reputable, peer-reviewed journals). Publications in other outlets (e.g., book chapters) may also be considered as indicators of productivity if they can be demonstrated to have impact on par with journal articles. It is recognized that the candidate’s research methodology may affect the rate of publication. Thus, candidates will be compared against successful peers in their area of specialization who are at a comparable career stage. It is further recognized that the vagaries of the publication process may lead to spurts in publication, although there should not be significant gaps across years.

Candidates are expected to demonstrate the impact of their research program. Citation analyses, as indicated by total number of citations and other metrics such as h-index or i10-index, may be used as one factor to evaluate candidates’ research impact. Citation analyses should be done in the context of the citation expectations for scholars at a comparable career stage in the candidate’s area of specialization. When thinking about where to submit research reports for publication, faculty should consider both the quality of the journal and the visibility of the journal. Publications in widely read and respected journals will generally lead to greater impact.

Candidates for promotion to associate professor should show evidence of developing national and international recognition. For promotion to full professor, candidates must demonstrate evidence of established national and international recognition for their intellectual leadership and unique contributions to the research field. It is expected that these candidates will have made major theoretical and/or methodological contributions.
As with the evaluation of quality, primary committee members will rely on multiple sources when evaluating the impact of a candidate’s research program. In particular, outside reviewers will be asked to evaluate the impact or likely impact of the candidate’s research program.

*Applications for external funding* are strongly encouraged. It is recognized that areas of research vary in terms of available funding. External funding facilitates the conduct of research. External funding helps to demonstrate quality, impact, and intellectual independence. The primary committee will assess the record of external funding in each case for promotion. Absence of external funding when coupled with an otherwise excellent scholarly record will not preclude a recommendation for promotion and the presence of funding when coupled with a weaker record of productivity, quality, etc., will not guarantee it. Competitive internal grants may also be indicative of the quality of the candidate’s research.

Candidates for promotion are expected to have demonstrated their excellence in mentoring others in discovery or research activities. Guidance of undergraduate students, graduate students, and/or postdoctoral scientists in research that results in co-authored presentations at regional or national conferences, and co-authored publications in refereed journals and/or other important publication outlets, can serve as one indicator of this form of mentoring. Another indicator of success in mentoring is the receipt of research awards by mentored undergraduate students, graduate students, and/or postdoctoral scientists.

**Teaching/Learning**

The goal of the department is to offer programs of study which provide undergraduates and graduate students with competencies and skills with which to have meaningful careers in academia or in the public/private/government sector. Faculty members are expected to be actively engaged in the development of current curricula and educational programs, and to participate in a process of continuous quality improvement for their courses and the programs they teach in. It is expected that all faculty provide evidence that their teaching has excellence and impact. Strength in teaching and learning will be evaluated on the basis of performance in classroom settings and contexts beyond classroom settings. Excellence in teaching can also include scholarship of teaching and learning. In addition to the indicators described below, awards, honors, and other forms of recognition for teaching or mentoring can demonstrate a candidate’s strength in teaching and learning.

- Continuous (and documented) quality improvement of courses
- Course and curriculum development
- Peer, expert, and student evaluation of course content
- Mentoring of Graduate Teaching Assistants
- Publications related to teaching pedagogy
- Workshops, talks, papers on teaching and the pedagogy of teaching in an individual’s content area
- Textbook authorship and its usage in various institutions of higher learning

Mentoring activities that relate to teaching excellence include supervision of internships, participation in
study abroad, or other experiential learning initiatives, involvement in extra-curricular student activities, service learning assignments, development of capstone course/experience, mentoring student TA’s, academic and professional advising, preparation of Graduate Teaching Assistants, interaction with students in honors activities, and engagement in a student chapter of a professional organization.

**Engagement/Service**

The records of all candidates for promotion are expected to show contributions in the areas of service and engagement. This is a very broad area and contributions can be made in many ways. The goal of engagement is to disseminate research based knowledge to the citizens of Indiana, and the nation. The impact of a candidate’s engagement activities can be demonstrated through relevant publications (e.g., technical reports written in collaboration with community or other partners; laws, policies, or standards for licensing). Given the difference between Discovery and Engagement, these publications would be qualitatively different from refereed journal articles.

With regard to service in general, it is expected that tenured and tenure-track faculty share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and funding agencies. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department’s undergraduate and graduate programs. Participation in comparable college- and university-level activities is also expected. Service to professional or governmental organizations can involve holding an official position or acting in other ways as a leader in state, national, or international societies.

Because the department is committed to facilitating the development of faculty, assistant professors are expected to do only a modest amount of service activities, as compared with associate and full professors. Candidates for full professor should exhibit demonstrable leadership in service to the department, university, or profession. However, because service is not the primary responsibility of any faculty member in this department, it is not expected that promotion will be based primarily on such service activities.

The following are among the many indicators of engagement/service:

- Serving as an officer in organizations and associations in their field or community, state, nation, world.
- Service on departmental/college/university level committees.
- Development and/or directorship of externally funded research based centers housed within the faculty member’s home department.
- Leadership positions in professional association/societies.