Consumer Sciences and Retailing
Benchmark Criteria for Promotion and Tenure

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The official University criteria and procedures for tenure and advancement in rank are outlined in the University Promotion Policy. This departmental supplement offers additional interpretation of the research, teaching, service, outreach, and collegial performance expectations within the culture of the Department. This is not a list of the minimum requirements for promotion or tenure. This does not define the sole or single route to promotion or tenure. It is intended to explain better for people within and outside the department the expectations, the promotion documents, and to assist individuals in preparing documents for promotion and tenure. It should also be noted that the department is interdisciplinary in nature and purports to study consumer behavior from a number of different viewpoints and approaches including economics/finance, sales/marketing/strategy, social psychology, retailing and apparel design.

The basic criteria for promotion and tenure in Consumer Sciences and Retailing revolves around an assessment of an individual’s excellence and impact in teaching, research, and service across his or her career. Judgments should be based on quantitative and qualitative assessments of excellence and their impact in the cumulative record of the individual at Purdue. Relative weights placed on the importance of teaching, research, and service depends upon the nature of faculty appointment, stage in career, and individual as well as joint goal setting. Weights should be documented at time of appointment and modified/clarified in writing following annual review meetings with the department head.

Research
The goal of research in the Department of Consumer Sciences and Retailing is to show excellence and impact in addressing scientific and applied issues in consumer economics, financial and family economics, retailing, consumer behavior, and the sales and sales management areas. Faculty with research expectations are expected to develop and maintain an independent identifiable program of research excellence and its impact that contributes to the Department’s objectives.

Faculty members are expected to develop a portfolio of evidence which demonstrates excellence and impact of their program of research. Such program(s) are also expected to be interdisciplinary in nature.

Benchmarking Excellence
- Publishing peer reviewed journal articles in SSCI indexed journals.
- Statements of quality and impact of the research from acknowledged national leaders in the faculty member’s direct or related research fields.
- Recipient of externally funded grants from governmental and private agencies/foundations
Awards for research excellence and professional recognition
- Directorships on Corporate Boards
- Arranging and executing successful professional/academic conferences
- Patents and license agreements resulting from research done while at Purdue
- Textbook chapters, book reviews, research bulletins, extension publications, monographs

**Benchmarking Impact**
- Citations of the faculty member's work in contemporary research articles (both published and unpublished)
- Articles written on faculty member's research in national level newspapers, magazines, etc.
- Invitations for seminars, talks, workshops, etc.
- Number of graduate students mentoring as dissertation chair or as a committee member (finished and ongoing)
- Collaborative research work with graduate students
- Editorships, editorial boards of major journals
- New patents, recognized techniques and related

**Teaching**
The goal of the department is to offer programs of study which provides undergraduates and graduate students with appropriate skills with which to have meaningful careers in academe or in the public/private/government sector. Faculty members are expected to be actively engaged in the development of current curriculum, programs, and participate in a process of continuous quality improvement for their courses and the programs they teach in. It is expected that all faculty provide a portfolio of evidence that their teaching has excellence and impact.

**Excellence**
- Publications and presentations of mentored graduate students
- Publications related to teaching pedagogy and related
- Continuous (and documented) quality improvement of courses
- Course and curriculum development
- Rewards, honors, recognition for teaching
- Peer, expert, and student evaluation of course content - organized, logical, interesting
- Peer, expert, and student evaluation of the faculty member's demeanor as a teacher/mentor.
- Number of honors students supervised by the faculty member including the specific projects supervised and their dissemination through appropriate publications
Impact
− Based on formal and informal evaluations from past graduates of program and courses
− Based on workshops, talks, papers on teaching and the pedagogy of teaching individuals content area.
− Based on seminars/workshops to organizations, businesses, and industries engaged in the practical pursuit of the faculty's field of expertise
− Based on textbook authorship and its usage in various institutions of higher learning
− Evaluation of the impact of teaching based on evaluations of a portfolio of students’ best works.
− Being a recognized authority and source of information in the faculty member’s field of research that can be documented.
− Based on the ability to attract outside majors to the faculty member’s undergraduate and/or graduate courses attractiveness of courses to students in programs outside the Department

Service
The goal of the Department is have faculty who are leaders in their fields and in interdisciplinary areas related to the faculty member’s primary area of expertise. Faculty should be instrumental in undergraduates and graduate students’ development and in their achievement of meaningful careers. Faculty are expected to be actively engaged in the development of the Departmental curriculum development so as to be on the forefront of techniques and methodologies relevant to their role as researchers, teachers and mentors to graduate and undergraduate students. It is expected that all faculty provide a portfolio of evidence that they are good and effective departmental, college, university, and professional, citizens.

Excellence
− Utilize professional expertise to enhance the effectiveness of organizations and associations in their field or community, state, nation, world.
− Serve on departmental/college/university level committees.
− Be a good departmental citizen. Have a positive peer assessment for collegiality and be available to help fellow faculty members, students and staff in all reasonable ways possible.
− Have a strategic approach to maintaining and improving on ones professional competence.
− Chairing sessions at national, regional, state professional associations/conferences
− Development and/or directorship of externally funded research based centers housed within the faculty member’s home department.

Impact
− Awards by professional associations/conferences
− work as officer in professional association/societies
**Outreach**
The goal of Extension is to disseminate research-based knowledge to the citizens of Indiana, and the nation. Extension specialists are expected to be leaders in determining state needs and developing curriculum and programming that serve those needs in family and consumer economic areas. Faculty should be instrumental in programmatically directing and addressing state educators' needs in their counties in the family and consumer economics areas identified as part of CSR's mission. Extension faculty are expected to be actively engaged in the development of the Department, current curriculum, current programs, and participate in a process of continuous quality improvement for their programs. It is expected that all extension faculty provide a portfolio of evidence that they have a program of research and curriculum development that fulfill these goals.

**Excellence**
- Evidence that programs and material meet educator needs - demonstration that programs effectively reach people
- Independent evidence that programs are high quality - programming based on independent research
- Outside support for program, material, research

**Impact**
- Evidence that programs and activities change knowledge and behavior - evidence that programs and material are adopted in state and nationally - evidence of successful communication of program, materials, and mission of the department.
- Field staff training impact
- Ability to interact and partner with faculty researchers and teachers in the development and dissemination of programming