



White Lodging-J.W. Marriott, Jr.
School of Hospitality and
Tourism Management

White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management (HTM)

PROMOTION AND TENURE GUIDELINES

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This document discusses considerations for promotion/tenure in the White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management (HTM), which includes the Division 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 document should not be considered a checklist of minimum requirements that, if satisfied, guarantees promotion. Rather, this document is a guide for faculty seeking promotion/tenure, and for tenure and promotion committee members evaluating candidates. This does not define a 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 tasks of Purdue University faculty members are to acquire, discover, appraise, and disseminate knowledge. They should communicate this knowledge and the manner of its acquisition or discovery to their immediate community of students and scholars, to their profession, and to society at large. Service to the institution, the community, the state, and the nation constitutes an important mission of university faculty members. As an institution of higher education with a commitment to excellence and a diversity of missions, Purdue University values creative endeavor, research, and scholarship; teaching and learning; engagement in its many forms, including extension and outreach; and is committed to active and responsive mentorship.

To be considered for promotion, a faculty member should demonstrate excellence in at least one of these three areas: research/discovery, teaching/learning, and engagement. Ordinarily, strength should be manifested in more than one of these areas with a clear basis for the nomination. The most common basis is research/discovery. Teaching has been regarded as a basis only for those who have demonstrated excellence in the *scholarship of teaching*. An outstanding record of success in the classroom is not considered as a basis by itself. It is possible to make a nomination based on two areas.

The disciplines represented within HTM include hospitality and tourism; retailing; consumer

behavior; financial counseling and planning; and consumer economics. All sections within these guidelines are written with these differences in mind. Each of the HTM's disciplines are multifaceted and applied in nature. Therefore, the nuances within each of these disciplines will be given due consideration in the promotion and tenure process.

Heterogeneity of the academic enterprise in a land-grant institution is to be taken into account when promotions are considered. Innovation in instruction, diagnostic activities, engagement, extension and outreach roles, and the like represent important contributions. Evidence of activity is also assessed in mentoring, advising, and supporting the academic success of undergraduate students and graduate students, and may include postdoctoral scientists and visiting scholars. Administrative functions, committee service, special program management, professional society contribution, membership on review panels, consultation to government agencies, assisting in the production of scholarly publications, curriculum development, and advising student organizations are additional examples of worthy contributions.

Awards and honors provide a strong indication of recognized excellence. Outside recognition of the quality of work is very important. Involvement with the university, community, government or industry organizations is expected for all faculty, and research or other scholarly work that contributes to these organizations provides another example of recognized excellence in scholarly impact.

EXCELLENCE IN RESEARCH AND SCHOLARLY CONTRIBUTION:

The White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management (HTM) expects candidates for promotion to demonstrate excellence in research and discovery. HTM expects all candidates for promotion to demonstrate a sustained record of scholarly achievement. Excellence in research and discovery can be achieved by pursuing a variety of investigatory strategies resulting in the generation of knowledge of utility to the fields of hospitality and tourism management or consumer science. Such knowledge can be empirical or theoretical/conceptual and have been produced using a variety of methodologies. Productivity, quality and national/international contribution or impact are among the primary considerations.

Productivity

A sustained level of productivity, as manifested in a continued record of research activity, is expected of all candidates for promotion. Although HTM favorably considers various types of academic and industry-related publications in assessing productivity, primary emphasis is given to publications in refereed journals. Listed below are productivity guidelines for faculty promotion and tenure.

1. *Dissemination*

- a. In HTM areas of inquiry, two to four publications per year, on average, are expected depending on the quality of the journals.

- b. In addition, conference participation at regional, national and international meetings is expected as an indicator for active involvement in the discipline but is not a substitute for publications in refereed journals.

Additional indicators of dissemination for HTM:

- c. Authored books and book chapters can be considered positively in the context of a sustained record of refereed publications.
- d. A record of publication such as project/technical reports and trade journal articles designed to enhance the development and operation of companies and industry groups is positively considered but is not a substitute for publications in refereed journals.

2. *Funding*

- a. Active pursuit of internal and external funding is expected. Research funding helps to demonstrate quality, impact, and intellectual independence. While a candidate seeking promotion and/or tenure is expected to demonstrate activity in seeking funding, the source, availability and size of funding often vary depending on the specialty area of a candidate. Although grant sizes may be small, industry projects are a valued source of funding. Grant activities are considered in conjunction with the candidate's entire scholarly record. 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.
- b. Candidates seeking promotion from associate to full professor are expected to demonstrate leadership in initiating funded projects and, where appropriate, mentorship of untenured faculty members. A lack of awarded grants does not preclude a candidate from achieving promotion and/or tenure.

Note: Some faculty members publish on the basis of extended-time research projects. Some provide more applied information for industry consumption.

Assignments to special committees and assignment to a variety of classes requiring extensive preparation time may delay a faculty in establishing a research program. Requirements of funding sponsors and many other factors may also affect this record. After an initial employment period, however, productivity should be relatively steady.

Quality

The quality of a candidate's research is a key ingredient in assessing scholarly contribution. Research quality can be assessed by the impact of the research on the field of inquiry, intellectual independence and sustained programmatic thrust.

Candidates are expected to demonstrate leadership in research within their field. The quality of the journals, as suggested by reputation, impact and ranking, are indicators of quality. Listed below are quality guidelines for faculty promotion and tenure in HTM.

1. *Academic impact:* Candidates are encouraged to publish in highly regarded journals. Publication in widely read and respected journals will generally lead to greater impact. Candidates seeking promotion from associate to full professor rank are expected to show progress with more publications in top tier journals.

Faculty in each discipline area have identified tiers of discipline-specific journals. The quality and reputation of journals may change and therefore the lists are regularly reviewed. 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.

2. *Intellectual independence:* Candidates are expected to be a lead/sole author or to have publications where project leadership is evident. 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. The demonstration of intellectual independence is especially important in consideration of candidates seeking promotion from associate to full professor.

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.

3. *Programmatic thrust:* It is expected that the candidate will develop a coherent focus or connected foci in a program of research. However, the candidate is not discouraged from moving into new areas of inquiry. A strong candidate seeking promotion from associate to full professor rank will be identified by a distinct and clearly defined body of research unique to that individual's research program in their specific research discipline.
4. *External reviewers' assessments:* As additional evidence of quality, external reviewers will be asked to evaluate the impact or likely impact of the candidate's research program.

National and International Contribution and Recognition

HTM faculty members are expected to develop a national and/or international reputation. For

those seeking promotion to the rank of associate professor, there should be some evidence of developing a reputation at the national level and promise in the field of specialization.

For promotion to full professor, candidates must demonstrate evidence of established national and international recognition for their intellectual leadership and outstanding contributions to his or her research field. It is expected that these candidates will have made significant scholarly contributions. Some examples of this include scholarly work that is original in concept and advances the knowledge in the candidate's field of specialization; applied research that is innovative and applicable to industry practices and contributes to the advancement of the discipline; a third example is a record of contributions based on expertise in an area or methodology.

Additional examples of national and international reputation include:

- Service as an ad-hoc reviewer for first tier scholarly journals. Membership on at least one scholarly journal editorial board is deemed valuable.
- Service as a reviewer of submissions to annual or biennial meetings of major national organizations.
- Service as editor, co-editor, or editorial board member of academic journals.
- Service as a conference organizer or session moderator/leader.
- Service as grant review board member/accreditation review panel member.
- Invited speeches, seminars, lectures, or interviews.
- Awards/honors such as best paper awards, citation awards, achievement awards, and other industry/academic awards or honors.

EXCELLENCE IN TEACHING AND LEARNING:

In HTM, a record of strong teaching and accomplishment is expected. Strength in teaching and learning will be evaluated on the basis of performance in classroom settings and contexts beyond classroom settings. Even though teaching/learning might not be the primary basis of a faculty member's nomination for promotion, positive student evaluations of the faculty member's teaching are very important.

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.

Over the first years of teaching, student evaluation scores should show improvement, followed by steady levels of classroom excellence. Examples of contributions in the area of course development include the use of new materials, use of information technology, creative use of teams, creative use of project-based learning, structures that foster individualized help, etc.

Special contributions should be carefully noted. Leadership in course design, supervision of

graduate student instructors (with records of their increasing success), participation in curriculum committees, development of specialized course support for HTM, web-based learning, use of design systems, etc. would be good examples. Awards, honors, and other forms of recognition for teaching or mentoring can also demonstrate a candidate's strength in teaching and learning. Additional examples of teaching and mentoring contributions can be:

- 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; or
- Textbook authorship and its usage in various institutions of higher learning.

The teaching records for all candidates for promotion are expected to include evidence of the following:

- a. Favorable Purdue student evaluations for each course taught in the preceding three years. This information is reviewed as a student perspective within the context of class size, level of class, whether the course is a requirement or elective, and whether the candidate has prior teaching experience in this or a similar course.
- b. Positive contributions to undergraduate student development through effective mentoring. Activities that relate to teaching excellence include (but are not limited to) supervision of internships, participation or leadership in study abroad, or other experiential learning initiatives, service learning assignments, development of capstone course/experience, mentoring student TA's, academic and professional advising, preparation of graduate teaching assistants, and interaction with students in honors activities.
- c. Positive contributions to graduate student development through effective mentoring of students, membership on student committees, and chairing or co-chairing of graduate student committees. The level of involvement in graduate student advising is weighed in the context of the available pool of graduate students in the candidate's area.

Evidence can also include:

- d. Contributions to achieving excellence in HTM's instructional activities through active participation in and/or leadership of standing committee focused on instruction, and/or mentorship of graduate teaching assistants serving as the instructor of record.
- e. An external review of one or more courses including syllabus, and instructional materials, reflecting the currency, appropriateness of depth and breadth of information, and the rigor and creativity of assignments.

For promotion where excellence in teaching is the primary basis of nomination, the following indicators are expected in addition to those indicated above.

- a. Significant contributions to the scholarly literature on teaching published in refereed journals.
- b. Significant contributions to the development of instructional materials, e.g. a well-reviewed teaching manual or text. Development of on-line courses or materials may be involved.
- c. Significant and sustained contributions to the improvement of teaching in the school (e.g. a leadership role in a school special interest group or committee focused on teaching).
- d. It is deemed valuable for the candidate to receive serious consideration for and/or receipt of a competitive award (or awards) for excellence in teaching from a Purdue entity (e.g. HHS Outstanding Undergraduate Education Award) or a recognized state or national professional organization. Nomination for an award must be a competitive process (e.g. entail more than a letter of nomination from a student or colleague).

EXCELLENCE IN SERVICE AND ENGAGEMENT:

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. Involvement as a good university and community citizen is expected of all faculty. Such involvement includes support of student groups (as an advisor), extra-curricular student activities, engagement in a student chapter of a professional organization, faculty team projects, committee assignments, attendance at public events, and other activities which advance the strength and image of the school. Involvement and/or directorship of centers focused on translational research and engagement is also strong evidence of service. Some faculty members, depending on assignment or interest, focus on deeper involvement. This may include providing service to the overall university or providing service to specialized committees such as the use of human subjects and animal subject protection, or development of cross-disciplinary programs. Some get involved in statewide engagement programs through the statewide technical assistance programs, or Discovery Park activities. Some provide assistance to student groups within the school, college or the university. This is not intended as an exhaustive list.

Other faculty members focus on activities outside of the university. Leadership in academic associations is valued. Recognized leadership service to industry association groups or other professional groups is also valued. Significant leadership roles in community groups or state groups are also important. All activities should reflect well on the HTM's reputation. Steady involvement with increasing leadership roles in the areas of activity is important concerning the suitability of the advancement in tenure and rank. More specifically, because HTM 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 school, university, or profession. However, because service is not the primary responsibility of any faculty member in this school, it is not expected that promotion will be based primarily on such service activities.

All HTM candidates for promotion are expected to include evidence of the following:

- a. Contributions to engagement activities, including presentations at meetings of community or state organizations, providing training programs organized by industry associations, consultation to or leadership in the development of educational programs for industry associations or other entities, and/or other professional assistance contributions to industry groups.
- b. Participation in school, college, or university level committees and special assignment groups.
- c. Significant service to professional or governmental groups focused on industry-related issues, including leadership roles.
- d. Mentoring of undergraduate and graduate students in engagement activities, such as serving as a faculty advisor with student organizations, Horizon mentorship, or other similar activities.

For promotion where excellence in engagement is the primary basis for nomination, the following indicators are expected:

- a. Demonstrated skill in developing innovative research-based education programs on topics related to hospitality and tourism management for industry practitioners.
- b. Favorable results of an external peer review of one or more educational programs for industry practitioners.
- c. Significant contributions to refereed scholarly literature that represents the dissemination of expert knowledge to practitioners (e.g. published reports of program evaluations).
- d. Other significant contributions over an extended period of time that enhance the performance of individuals, organizations, or the industry with which the candidate has achieved a clear position of national or international leadership.
- e. Election/nomination to boards of professional organizations.
- f. Major offices in national associations or other appropriate significant areas of leadership.