

MID-CAREER EVALUATIONS AND PATHWAYS TO PROMOTION TO FULL PROFESSOR IN ANTHROPOLOGY

Spring 2015

This document sets out the department's commitment to providing enhanced guidance to midcareer (advanced Associate Professors) faculty in Anthropology seeking promotion to Full Professor. The document advocates regular evaluations of Associate Professors and provides a statement of departmental expectations as these will inform reviews of Associate Professors by the Full Professors. As such, this document echoes the increasing attention nation-wide among professional organizations from a concerted focus on the pre-tenure mentoring process to a wider consideration of the demands of a career-long trajectory.

Faculty careers are highly individual and, in the four-field context of Anthropology, they are shaped by varied sub-disciplinary practices of research, publication and other scholarly activities. The expectations outlined here are intended to be general enough to provide guidance regardless of subfield. Regular reviews of Associate Professors will provide opportunities to fine-tune those general expectations in view of specific sub-disciplinary scholarly careers.

We strongly encourage our Associate Professors to take advantage of resources for mid-career faculty offered elsewhere on our campus. Simultaneously, the Professors in the department will revise these guidelines as necessary, —in light of policies and practices at the college- and campus-levels.

The following sections provide 1) a narrative overview of the changing responsibilities and expectations for faculty at the rank of Associate Professor seeking promotion; 2) a “close reading” of key sections of Provost's Communication No. 9 as these apply to expectations of research, teaching and service for mid-career faculty in Anthropology; and, 3) an outline of procedures for biennial reviews of Associate Professors in Anthropology.

1. CHANGES IN RESPONSIBILITIES AND EXPECTATIONS OVER THE CAREER SPAN.

Service and Leadership

Service expectations increase substantially post-tenure. While Assistant Professors are asked to focus mainly on their own scholarship, with limited service requirements, later career stages demand the demonstration of a wider sense of responsibility to the department and to the field. “Service” may take any number of forms, but is increasingly expected to expand not only in quantity, but also in terms of scope: from the department level to the college- and university-wide levels and to the level of national and international organizations in the scholar's intellectual specialties. For example, the scholar may serve on a university wide task force, or on one of the committees of a professional society such as the AAA, AAPA, or SAA. Eventually, the expectation is that service will develop into “leadership” and that UIUC faculty will take on national

and internationally visible roles of leadership in scholarly organizations, transnational endeavors, collaborative programs and so on. Full professors at UIUC are expected to be intellectual and, often, as well, institutional leaders in their field.

Teaching and Mentorship

Promotion to Full Professor requires further contributions to the development of the curriculum and the intellectual life of the department. These contributions can include the development of new courses, guidance of undergraduates through honors projects, capstones, and other initiatives.

At a research university with very high research activity (an “RU/VH” institution under the current Carnegie Classification of Institutions of Higher Education denoting the most research intensive institutions in the country like UIUC), the mentoring of graduate students becomes an additional primary responsibility for tenured faculty. Full Professors are expected to have successfully guided graduate students through to the completion of the Ph.D. They should demonstrate competence in the multiple demands of mentorship, from intellectual guidance through assistance in professional preparation, and should show an in-depth competence in developing the next generation of Ph.D.s.

Scholarship

At a RU/VH institution like UIUC, the production of outstanding scholarship is expected throughout the working life of a scholar. The types of projects, modes of dissemination, and manner of funding may change over time, but continued productivity is expected. Promotion to the rank of Full Professor requires evidence that the promise expected for promotion to Associate Professor has been and will continue to be fulfilled. A Full Professor at UIUC is expected to have produced a substantial and influential body of scholarship, one that helps define and address key issues in their area of intellectual expertise. The form that this scholarship takes, in articles or books, or in additional types of material (for instance, film) will vary with the demands of the work being engaged. Where applicable or where needed for research, a Full Professor is also expected to have attracted substantial external grants to fund his/her work.

While there is no one single formula for assessment, there must be clear agreement that the scholar has established herself/himself as a leader in the field and, by the time of promotion to full professor, should have established a national and international reputation. This reputation can be measured in multiple ways, including by assessments by other leaders in the field, by citations of the scholar’s work, and so on. While the production of a substantial body of work post-tenure is essential, amount alone is not enough. It is also crucial that that work have a recognizably distinctive and important impact on the scholar’s field by the time the scholar is assessed for promotion to full professor.

The Full Professors undertaking review of Associate Professors to promotion to Full Rank are also guided by Communication No. 9’s recognition that scholarly work can take many forms, including forms anchored in community engagement. Therefore, the full range of a scholar’s output will be assessed by the Full Professor Committee.

Time to promotion

Unlike the tenure process, there is no specified timetable for faculty at the Associate Professor rank seeking promotion to Full Professor. Nationally, a substantial number (by some measures, as high as approximately 25%) of Associate Professors *never* come up for promotion to Full Professor, *but that number is less at RU/VH institutions*. UIUC expects continued research output over the entire course of a career. Therefore, it is expected that the vast majority of Associate Professors *will* be considered for promotion to the rank of professor at our institution. While there are differences among fields nationally, and large scale data is only now being developed, some recent national measures (like that by the MLA or at Johns Hopkins Medical School) estimate that the average time in the rank of tenured Associate Professor is approximately 7 to 8 years. In our own department in the last 10 years, promotion has taken place from between year 5 (a rare occurrence) to a much longer period of a decade or more. This document, and the institution of regularized post-tenure assessments and guidance, will assure that progress is more carefully monitored, more regularly assessed, and more fully mentored.

2. CORE CRITERIA FOR REVIEW

This section provides more detailed criteria for assessing accomplishments. The points below are organized around the language from Provost's Communication No. 9, which is as follows:

Promotion from associate professor to professor should include evidence of national or international stature in a field, supervision of graduate or professional students to degree completion (or corresponding achievements involving undergraduates for positions permitting minimal engagement in graduate/professional education), and that he or she is a leading scholar and teacher, creative artist, or provider of public service, according to the primary assigned responsibilities.

Evidence of national or international stature in anthropology

There are various measures that can be used to determine whether an anthropologist has achieved national or international stature, and there are as well different potential forms of evidence across the sub-disciplines of anthropology. For those who focus on producing major monographs, the publication of a second (post-tenure) sole-authored monograph by a major academic press or leading commercial presses with academic content, like Springer Publishers or Palgrave McMillan is an important milestone for demonstrating stature in anthropology. We also recognize the role of edited volumes, in cases where edited volumes function to set new national agendas for discussion. For those who focus primarily on producing journal articles, stature in the field can be achieved by having produced a series of outstanding published peer reviewed articles in a particular field of specialization. This should demonstrate a sustained research trajectory that identifies the scholar as a leader in the field. A strong candidate for

promotion should have a publication record that indicates that they are driving the research for the field and they are not simply one of many co-authors. A higher rate of scholarly productivity post-tenure compared to during the tenure probationary periods is generally expected.

Additional factors that can figure into determinations of national or international stature include forms of service and leadership such as service as an editor or a member of the editorial board of a high impact journal, or as an officer with a leadership role in a professional anthropological society. A record of success in obtaining large external grants is another measure of national stature in anthropology.

Supervision of graduate students to degree completion

Producing high quality Ph.D. students reflects well on the major professor, on the doctoral committee, and on the department and university. The quality of doctoral students can be reflected in their having been placed in postdoctoral positions, in tenure-lines, or in cognate private sector jobs that make use of their advanced degree. The success of graduate students in obtaining significant external grant support or placing published work in high-impact journals while under faculty supervision may be additional evidence of accomplishment by a candidate for promotion. The emphasis here is on *quality* of graduate students rather than on quantity. Limitations on the size of our graduate program and the fact that some areas of study do not attract large numbers of graduate students mean that a range of forms of graduate student mentorship (co-advising, committee service, etc.) will also be considered.

... and that he or she is a leading scholar and teacher

Having received awards and/or honors is one sign that an individual is a leading scholar and teacher. A strong record of invited seminars at prestigious universities, of keynote addresses at major conferences, or of acting as an invited discussant for a symposium is another sign. And a record of scholarly production and success in securing external grant support as discussed above in the section on “stature” serve as evidence of an Associate Professor’s status as a leading scholar.

The candidate for promotion to Full Professor should also have a strong record of teaching. A strong record of teaching is reflected in continued evidence of high quality and high impact teaching as measured by course evaluations and teaching reviews, and by the success of one’s undergraduate as well as graduate students marked by awards, fellowships awarded, and so on, while under the guidance of the professor, or by the receipt of curriculum development awards. A strong record of teaching may also be evident in an Associate Professor’s contributions to the teaching mission of the department and the university through core courses, through the development of new courses, and/or through the development of new

curriculum directions for the undergraduate and graduate programs in anthropology.

Service

While Provost's Communication Number 9 does not specifically mention service in relation to promotion to the rank of Full Professor, we know that service is a component of all promotion reviews on our campus. As detailed at various points above, an expanding scope of service and leadership is an expected feature of a scholar's mid-career trajectory. A record of service—through positions of leadership at the department, college or campus levels, through service to national and international professional societies, or through editorial positions—helps provide evidence of a candidate's stature as a scholarly leader in his or her field.

Why should you be promoted to Full Professor now?

Because there is no "promotion clock" driving evaluations of Associate Professors, an implicit question for all potential Full Professor promotion cases is "why now?" Mid-career milestones such as the completion of a significant post-tenure project (as evident in a second book or a series of high-impact publications), significant awards, or positions of scholarly leadership all contribute to addressing this question. However, there is no one single "trigger" for promotion from Associate to Full Professor, as noted above, and time in rank varies greatly. A strong case will reflect a balanced set of post-tenure accomplishments commensurate with the expectations described above. Additional considerations in a department level decision about initiating a promotion review may include whether there are especially significant accomplishments over the past year or two, and whether existing work in progress would significantly contribute to the balance and strength of the case. Because neither the department nor the potential candidate benefit from a failed attempt at promotion, these questions need to be carefully considered.

3. MID-CAREER REVIEWS

To assist mid-career faculty in assessing their progress toward promotion and to offer timely guidance and support along the way, the Department of Anthropology will review all Associate Professors on a two-year cycle, regardless of whether such review has been requested. This biennial review is a new policy intended to increase feedback during the Associate Professor years. These biennial reviews will begin in the second year after promotion to the rank of Associate Professor. By the start of the spring semester, the head will appoint a review committee of two Full Professors and ask the Associate Professor under review to assemble a dossier including post-tenure contributions to research, teaching and service along with a narrative statement describing the goals and progress of post-tenure lines of scholarship. On the basis of this material, conversations with the faculty member under review, observations of the faculty member's teaching, and other information, the review committee will prepare a letter of evaluation to be discussed by the committee of Full Professors. The head will then prepare a review letter for the Associate Professor under review, integrating the observations and recommendations of the review committee and the committee of full professors. The

review letter will outline accomplishments to date and propose goals for the coming two or three years. That letter will be the basis of additional consultations with the head and/or members of the review committee during the semesters leading up to the next biennial review. Associate professors will have the option of deferring a biennial review for one year.