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Webinar Wednesday-February 2014

Presentation will made available on AAA website

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Next Webinar-Wednesday, March 19, 2014

March 26, 2014

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The Bar is Very High: Academic Dossier Preparation, and What to Expect for Tenure

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Why This Webinar?

- More people than jobs
- Consequently, those hiring have more choice than ever; thus demands on quality and quantity of publications, and levels of service are far higher than even ten years ago
- To get over the bar, you need to start planning NOW
- This conversation primarily for those contemplating or in tenure-track lines but we will look briefly at guidance for those who have an applied focus in the career tracks



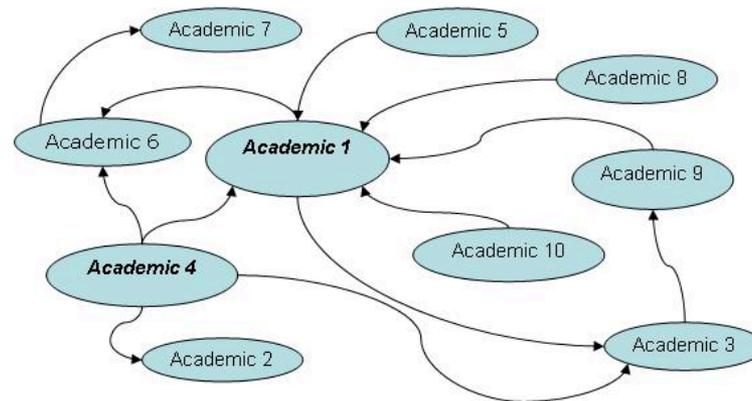
The Basics

What do you want? (or think you want)

<http://theprofessorin.com/about-the-professor/>

Your network: do you have one?

Figure 3.5: Network of academic citations





Congratulations!

You have a tenure track job!

Now what?



Remember that you are an anthropologist and a trained observer!

- Learn the culture of your position at all levels
- Learn about the people who will judge your dossier at all levels
Politics are real—how you handle them is critical

<http://chronicle.com/article/Pick-Your-Battles-but-How-/124526>

- Do your best to find out EXACTLY what the expectations are for a successful tenure bid—NB: joint appointments—be very careful!
- Develop a five-year plan—what should your publication, service, and teaching portfolio look like by then?

<http://theprofessorisin.com/2012/04/26/why-you-need-a-5-year-plan/>

<http://theprofessorisin.com/2012/05/01/in-response-to-popular-demand-more-on-the-5-year-plan/>



Expectations vary significantly

School type	Research	Teaching	Service
Doctoral	High	Lower	Low/moderate
Master's	Lower	Higher	Moderate/high
Baccalaureate	Lowest	Highest	High/moderate

But there is much variability;
Think globally, act locally



By the tenure review, successful candidates have historically produced a **substantial corpus of publications**, including articles in **highly regarded, peer-reviewed journals and/or a book in a university press** (or the equivalent) to obtain tenure. If a candidate's publications include a monograph with a reputable university or commercial press, then fewer research articles are expected. However, candidates should not expect that they will gain tenure by publishing a book only. Similarly, if the candidate generated significant amount of funding from peer-reviewed grants and fellowships, the number of expected research articles will be less. **Refereed book chapters will also be taken into consideration** in assessing a candidate's research record. Peer reviewed publications resulting from invited specialized conferences in which the invitation itself to participate indicates the writer's prominence in that research topic are also of value in this regard, as well as long-term fieldwork, conservation analysis, and success in generating substantial contracts.

The number of publications is not the only measure of a candidate's scholarly record. **The preponderance of a candidate's publications should be in appropriate and highly ranked journals and presses in their particular field. The review process will factor in the quality and ranking of publication venues according to the ISI Impact Factor and other measures.** In some programs, appropriate journals do not have impact factors. In that case, other measures of quality would be useful. This might include evidence that articles published in this journal have impacted the field or evidence that other highly regarded scholars have published in the journal. For presses of published books of the candidate, contextual information may be of use, such as whether the book is part of a notable series in the field or whether other important scholars have published significant books in the press. **The reputation of the candidate as an influential scholar in the field is a significant factor in tenure consideration. This is evidenced by external reviewers assessing the candidate's research record as well as by citations by others of the candidate's publications.** Additional evidence of the candidate's scholarly reputation includes honors and awards of published work, and invitations to present research at other universities.

Given the diversity of programs within the department and of the disciplinary backgrounds of its faculty, including joint appointments, it is recognized that some **candidates publish in interdisciplinary journals and journals specific to the field/discipline of their research interest, rather than in "mainline" anthropology journals (whether biological, archaeological, or cultural).** In these cases, the ranking of the publication venues will be used that is standard in the field/discipline of the candidate's research interests as agreed by the tenured professors of the individual programs, in consultation with the Tenure and Promotion Committee and in consultation with interdisciplinary program directors in the case of joint appointments. It is also recognized that co-authored publications, edited works, and site monographs (all peer reviewed) play a greater role as evidence of progress toward tenure in some programs than in others. A peer-reviewed book that qualifies as a final excavation report may be considered equivalent to a single authored book, once the role of the candidate as principal investigator is established. In cases of co-authored publications, it is the candidates' responsibility to document their contribution toward conceptualizing, funding, implementing, analyzing, and writing up the work. **Candidates' contributions, along with significance of position in order of authorship, may be documented through 'statements of contribution' provided by the candidates, preferably with the explicit consent of the senior author of the publication.** Candidates may opt to have co-authors provide support letters documenting the candidate's contribution to co-authored publications.

In all instances, the overall research and publication record of the candidate needs to show a coherent trajectory that goes well beyond the dissertation. The quality of the record will be assessed by tenured members of the candidate's program and department, as well as by external reviewers associated with the respective disciplinary fields of the candidate's program and the candidate's research interests. For faculty with joint appointments, external reviewers will be drawn from the respective fields of the department and the relevant program.

Scholarship

Texas A&M
Anthropology
Doctoral Very High
2013



A meritorious record in teaching at both the undergraduate and graduate levels is important to be considered for promotion to associate professor with tenure. The evaluation of the candidate's teaching performance will be based on course syllabi, student evaluations (both numerical scores and written statements), and in-class peer reviews by Tenure and Promotion Committee members. Additional evidence of merit in teaching includes developing a breadth of teaching experience at lower division, upper division, and graduate levels, creation of new courses (or major revisions of existing ones), usage of innovative and effective new teaching methods, receipt of teaching awards, and other relevant evidence. The record of graduate advising at the master's and doctoral levels will also be taken into account when assessing the candidate's teaching performance. For faculty with joint appointments, the department's Tenure and Promotion Committee will take into account the time and effort that goes into teaching for both units, though the review will focus on courses taught in the Anthropology Department.

A candidate for promotion to associate professor will usually have a record of service primarily to the department. This is in the form of membership in departmental standing or *ad hoc* committees. Service on committees includes attendance and active participation. The candidate is also likely to have advised student organizations and participated in mentoring programs that serve students. For faculty with joint appointments, the department's Tenure and Promotion Committee will take into account the time and effort that goes into service for both units, though the review will focus on service conducted in the Anthropology Department.

Teaching and
service

Texas A&M
Anthropology
Doctoral Very High
2013



A. Teaching: Faculty must demonstrate a record of effective teaching performance illustrated by accomplishing the types of activities listed in the compensation review policy document. Teaching is a central responsibility of the University and effectiveness in teaching is required for tenure. Faculty must show continual effort to improve their teaching. The tenure portfolio should include a statement of the faculty member's philosophy of teaching and how this is incorporated into the classroom. Teaching intensive activities, such as written assignments, essay exams, and experiential learning exercises, especially when applied in upper-division courses, will be viewed positively.

B. Research/Scholarly Activity: There is no strict number of scholarly publications required for tenure; however, faculty generally and typically are expected to demonstrate **achievements equivalent to four scholarly peer-reviewed publications, some of which may be in-press at the time of tenure consideration.** The FEC and Department Head have the discretion to decide what constitutes the equivalent of four scholarly peer-reviewed publications, taking into consideration the quality of the work, and must support this decision in writing. We also expect candidates to demonstrate a record of **at least five paper presentations at professional conferences appropriate to their discipline. Some, but not all, of these accomplishments can take the form of engaged or applied scholarship** meeting the criteria listed in Section I.V. above. In the judgment of the FEC and Department Head, **an academic book can be considered equivalent to several of these scholarly products if it was completed and received final acceptance for publication during the applicant's probationary period.** Applicants also must indicate evidence of taking a lead role in the production of scholarly outcomes and, if the tenure-track faculty member comes to Missouri State with previous scholarly outcomes, that faculty member must demonstrate a sustained scholarly agenda during the probationary period.

C. Service: Faculty must demonstrate significant service contributions through a combination of department, college, university, professional, or community organizations.

Teaching, scholarship, service

Missouri State University
Department of Sociology/Anthropology
Master's level large
2011



Evidence:

a. The quality of teaching may be manifested in lecturing, guiding discussion, supervising laboratory or studio work, directing seminars, and working with individual students. It may be evident in course preparation, the structure and organization of courses, the assignments given, and the care taken in assessing student performance. An excellent teacher adheres to high standards of scholarship and presents the students with the subject matter in such a way as to stimulate interest, develop critical habits of thought, and encourage independent and creative scholarly or artistic work.

b. Published written work is usually the best guide to a faculty member's scholarly capabilities, since publication enables peers in the profession, outside as well as inside the College, to judge the quality of scholarship. However, publication is not the sole evidence of scholarly capabilities, which may also be judged through unpublished manuscripts, papers read at meetings of learned societies, lectures to knowledgeable public groups, and participation in colloquia or panel discussions, at one's own or other institutions. Creative works, whether exhibited or performed outside or within the College, are also evidence for the judgment of scholarly capabilities.

c. As the above statement of criteria makes clear, ordinarily teaching cannot be considered wholly apart from scholarly or creative work in the judgment of an individual's performance. However, there may be exceptional teachers who do not engage in original research. Still, such teachers should be aware of new developments within their fields, and should continually renew themselves intellectually. In such cases, continuing interest and work in new areas of study and in new approaches to familiar subjects, participation in professional activities, and application or development of new ideas in teaching, may also be considered when assessing "scholarly capabilities" as used above.

3. Service to the College:

Although a faculty member's accomplishments as a teacher and scholar are the primary criteria for advancement at the College, service to the College is also part of the normal and expected duties of a Smith faculty member. Each faculty member should carry his or her appropriate share of duties within the home unit and for the College: advising students, serving on committees, and assuming administrative responsibilities. Such service cannot be considered as a substitute for achievement in teaching and scholarship, but it adds to the individual's usefulness to the College. Moreover, when a faculty member has been asked to carry an abnormal load of such duties, that circumstance shall be taken into account when judging the individual's scholarly activity. The individual must enjoy health adequate, with-where applicable-reasonable accommodation, for the maintenance of vitality in teaching and

scholarship under the normal teaching load.

Smith College General guidelines Baccalaureate with a research emphasis 2013



Evidence of quality scholarship—the big picture

- What counts depends on local culture and sub-discipline
- More is (often) better than less, but not always—quality of publication and its venue are critical
- How “independent” is your research? The blessings and trouble with team research
- Have you moved on from your dissertation?
- What is your research “trajectory”?



The A-list

- Peer reviewed journal articles—impact factor, venue, time to publication. Seek the flagships (there are exceptions), and account for the level of your contribution
- Single authored book—consider the press carefully
- Peer-reviewed book chapters/conference papers—but watch for vanity presses
- Evidence of extramural funding—even trying matters and getting awards is even more impressive
- Organization of seminars and symposia—but be careful
- Receipt of professional awards, invitations to participate in symposia, keynotes, etc.

The B-List

- The edited volume—lots of controversy here
- Book chapters in volumes with light or minimal (or no) peer review
- Contributed papers at regional, national, and international meetings
- Book reviews—be frugal

Avoid at this stage of your career

- Textbooks, op-ed pieces, ephemera, book jacket blurbs, blogs



Should you be worried about

- Citation counts and other metrics
- Published vs. in press
- A ‘career’ review or “since you’ve been HERE”
- Open access publishing venues
- Publishing digital products



Evidence of quality teaching

- Student evaluations
- Peer review of syllabi/classroom performance
- Innovations in the classroom
- Other metrics of assessment (program learning outcomes)

Evidence of quality service

- Documented roles of program, college, school committees
- Service to the field: grant, manuscript review; service on committees, etc.
- Community engagement? Perhaps, if it relates to applied or research activity



The Process--1

- Learning how to tell time—the tenure clock and the key dates to remember
- Pre-tenure reviews—take them VERY seriously
- Document everything
- It's time—now what?



The Process—2

Your job: Assemble the dossier

- CV
- Statement of Research
- Teaching Philosophy
- All publications
- All service activities
- Names of external references

Their job: Evaluate the dossier

- Who are they?



Who “they” are and their roles

- The department chair/head
<http://chronicle.com/article/Know-the-Vital-Players-in-Your/141599>
- The head/chair of the promotion and tenure committee
<http://chronicle.com/article/Know-the-Vital-Players-in-Your/142251>
- The external reviewers
<http://chronicle.com/article/Know-the-Vital-Players-in-Your/144229>
- The people who will vote on your dossier
<http://chronicle.com/article/Know-the-Vital-Players-in-Your/142887/>
- The campuswide promotion and tenure committee
<http://chronicle.com/article/Know-the-Vital-Players-in-Your/144913/>
- The senior administrators who will assess the recommendations received from below
<http://chronicle.com/article/Know-the-Vital-Players-in-Your/143477/>



How to improve your chances to obtain tenure

- Get a mentor (or more than one)
- Seek feedback from people you trust
- Feed your network
- Document everything you do close to when you do it
- Play nice (but watch out for selling your soul)
<http://chronicle.com/article/Its-Your-Fault/128098/>
- Learn how to say no (but be careful!)
- **WORK HARD BUT WISELY!**