**Thunderbird School of Global Management**

**Fixed Term Promotion Criteria**

**Approved: 30 March 2016**

**PROMOTION CRITERIA – FIXED TERM APPOINTMENTS**

A primary goal of Thunderbird School of Global Management is to be considered among the top international business management schools globally. Hence, policies governing faculty promotion must support the goal of academic excellence endorsed by ASU and the Thunderbird School of Global Management. The School will achieve its goals only if individuals who demonstrate a capacity for superior performance are advanced in the faculty.

**Promotion—Overview**

The procedures relevant to promotion to all fixed term faculty ranks should begin with the candidate. The candidate should initiate these procedures, in counsel with the Associate Director General, by submitting in writing a request for promotion consideration. All materials to be considered must be submitted by dates provided each year by Arizona State University.

A candidate for promotion must make available to the Associate Director General and PERCOM all data regarding his/her performance in the areas of teaching, intellectual contributions, service, and other professional activities by September 1. It is the responsibility of the candidate to provide a complete accounting of this performance data during his/her employment period at Thunderbird, and any other academic institutions. Materials to be submitted are the same as those for consideration for any academic rank promotion except candidates for promotion to Associate and Full Clinical Professor shall not be required to submit outside of ASU reviews.

The PERCOM will submit its formal recommendation to the Associate Director General in line with the prescribed ASU dates. The Associate Director General shall present a separate opinion to the Director General and CEO in addition to the committee’s consensus opinion. The Director General and CEO will inform the candidate of the promotion decision by the prescribed ASU date.

General criteria:

* **Assistant Clinical Professor**. Faculty appointed as Assistant Clinical Professors are usually in the initial stage of their academic career, and are appointed on the basis of their potential for professional development and contribution to School goals.
* **Associate Clinical Professor**. In general, promotion from Assistant to Associate Clinical Professor will be merited where a candidate has consistently demonstrated a high level of competence in the classroom and course development related activities, a capacity for scholarly inquiry, and has achieved significant professional recognition. Consistent, quality service to the institution is also important.
* **Clinical Professor**. The general criteria for promotion to Full Clinical Professor is that faculty have achieved a level of professional accomplishment significantly higher than that expected for becoming a Associate Clinical Professor at Thunderbird.

A person considered for appointment as Clinical Professor should have a lengthy record of demonstrated excellence in his/her field. Promotion to Clinical Professor should be awarded to individuals who are clearly outstanding faculty members and who have made outstanding professional and intellectual contributions to his/her field. Under no circumstances should promotion to Clinical Professor be granted solely on the basis of duration of employment, as this promotion should be reserved to recognize outstanding accomplishments in the scholarship of teaching and service..

Given the expectation that Full Clinical Professors will exercise curricula, organizational and service leadership, an already demonstrated record of doing so and/or a convincing potential to do so, must play some role in the decision to promote a faculty member to Full Clinical Professor. Promotion to Full Clinical Professor, then, also involves a review of the candidate’s performance on service to the Thunderbird community of scholars.

**Review Process**

The evaluation of fixed term faculty for promotion is an important decision that must be carefully and thoroughly deliberated. After the candidate notifies the Associate Director General of his/her intent and documents and other information to support the candidate’s position have been distributed a three-stage evaluation process will be followed:

1. PERCOM Evaluation: The recommendation and accompanying rational will be forwarded to the Associate Director General.

2. Associate Director General Evaluation: The Associate Director General will make his/her recommendation which will be forwarded to the Director General and CEO.

3. The Director General and CEO Evaluation: The Director General and CEO recommendation is forwarded to the Provost Office.

**Data Required**

At a minimum, a promotion candidate should submit the following materials for review:

* A current curriculum vita.
* Written evaluations accumulated during the candidate’s professional career at Thunderbird and elsewhere, covering any aspect of his/her professional endeavors, including:
* Student evaluations of teaching;
* Peer evaluations of teaching and/or scholarly activity;
* Participant and peer evaluations of management development, education, or other professional activities;
* Evidence of significant achievements, such as national or international awards, professional recognition, service to Thunderbird and the community.
* Reprints of any scholarly writing, including articles, books, case studies, monographs, and other papers.
* Examples of instructional development material, such as syllabi, outlines, computer programs and other classroom materials.

**Specific Criteria**

**Teaching**

Outstanding teaching rests on a candidate’s capacity to evoke from students analytical and creative approaches to management decision-making (broadly defined to reflect the diverse teaching disciplines of Thunderbird). The candidate should be able to motivate and encourage students toward learning. The candidate should give promise of ongoing concern for the literature and research in the candidate’s field, as well as for the problems of practitioners. A high level of ability in presenting material to students, although important, is not enough when it rests on outlines and teaching materials prepared solely by others. Further, the candidate should be available to, and show an ability to work with, students to solve problems they encounter in learning the subject matter.

Criteria for promotion include:

* Review of Annual Performance Evaluation ratings on teaching

Plus:

* Overall assessment of performance on the five components of teaching performance (Course Delivery, International Perspective; Contemporary in Content; A Blend of Scholarly and Applied; and Contribution to Curriculum Integration)
* The breadth of teaching capabilities, or the ability to teach a variety of courses at Thunderbird.
* Recommendations from the Area Coordinator, Academic Director/or the Associate Director General on how the faculty member contributes in integrating their courses in the curriculum and with their colleagues.

**Illustrations of Teaching**

The following activities (not rank ordered) are examples of activities that may be considered in this evaluation:

* Classroom teaching in programs leading to academic degrees.
* Teaching in School-related executive education programs (degreed and non-degreed) and comparable programs developed for professional organizations.
* Directing and coordinating courses or course projects.
* Online teaching (degreed and non-degreed)
* Working with students outside the classroom on course materials, and counseling students on course selection, career choices, and related matters of student concern.
* Preparing teaching materials such as textbooks, books of readings, cases and case teaching notes, course syllabi, bibliographies, business games, computer programs, and business simulations.
* Developing a course, sequence of courses, curriculum changes, or new and effective techniques of instruction for academic programs, School-related continuing education programs, and educational programs of professional organizations.
* Publications or the presentation of papers or seminars on teaching.
* Lectures or teaching at other universities or professional meetings.

**Evidence of Teaching Effectiveness**

Significant types of evidence of teaching effectiveness include but are not limited to the following (not rank-ordered):

* Various student evaluations, particularly those administered using forms adopted by Thunderbird.
* Evaluations by participants in School-related executive education (non-degreed) programs and in comparable programs for professional organizations.
* Faculty peer evaluations, particularly if based on classroom visitations, on attendance at lectures, academic presentations, or on participation in team teaching.
* Evaluations by former students, particularly graduates who have achieved notable professional success.

**Intellectual Contributions**

High-quality scholarly writing is an increasingly important activity of professional schools. Faculty members should show superior intellectual attainment and creativity in their writings, including evidence of continuous and effective activity.

**Evidence of Scholarly Writing**

Textbooks, cases (and related teaching notes), computer programs, business simulations, reports, and similar publications will be considered evidence of scholarly activity. The significance of where and how writings are disseminated should also be evaluated during peer review. Consequently, published work outweighs unpublished work and solely authored work outweighs joint-authored work. Work in progress should also be considered whenever possible, with careful consideration of a faculty member’s ability to bring work to closure. In the case of joint publication, the specific role of the faculty member who is being considered for promotion must be established as clearly as possible.

**Service**

Service, as described earlier, are those faculty behaviors and activities that enhance the mission of Thunderbird, but are not classified as Teaching or Intellectual Contributions.

Faculty members have service obligations to ASU, Thunderbird, their academic disciplines or professional fields, and the larger community. Illustrations of service include, but are not limited to, the following activities (not rank ordered), in addition to attendance at scheduled Thunderbird functions:

* Making a significant contribution as a chairperson, administrator, or facilitator for an academic group or committee—appointed or elected;
* Making contributions through service on student-faculty committees or as an adviser to student organizations;
* Serving as an officer of an academic or professional association—appointed or elected;
* Serving as a speaker or presenter at non-school meetings in areas of professional competence;
* Serving as an organizer or liaison between groups desiring workshops, panels, or meetings in areas of professional competence;
* Creating executive management development programs, short courses, conferences and seminars relating to the professional community;
* Serving on committees providing expertise to local, state, regional, national or international communities;
* Serving as a consultant to public or private organizations provided that such services are supportive of the faculty member’s total School commitment and not in conflict with that commitment.
* Student advising.
* Preparing or facilitating the receipt of varied grants and contracts.

**Evidence of Service**

* Annual Performance Evaluation ratings on service.
* Positive, constructive, supportive contributions toward Thunderbird achieving its mission. Overall pattern of activity that contributes to the betterment of Thunderbird, its students, staff, and faculty. Obviously, this is open to interpretation—and so is left to the interpretation of PERCOM, and the Associate Director General.
* Service obligations and committee work is a normal function and expectation of an academic institution; however, the mere membership on committees is not in itself a criterion for evaluating service activities when they are offered as evidence of performance. When service activities are offered as important performance criteria for promotion, testimonial letters or other documentation may come from persons at various levels within the School, other academic institutions, other organizations, or other recipients of the service.