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| **College** | **College of Global Futures** |
| **Unit** | **School for the Future of Innovation in Society** |
| **Document** | **Guidelines for Faculty Tenure and Promotion – Tenure-Eligible Faculty** |

**Unit and college approval**

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**Provost office approval**

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| **Vice Provost for Academic Personnel** | **Date** |

**SCHOOL FOR THE FUTURE OF INNOVATION IN SOCIETY**

**Guidelines for Faculty Promotion and Tenure – Tenure Track**

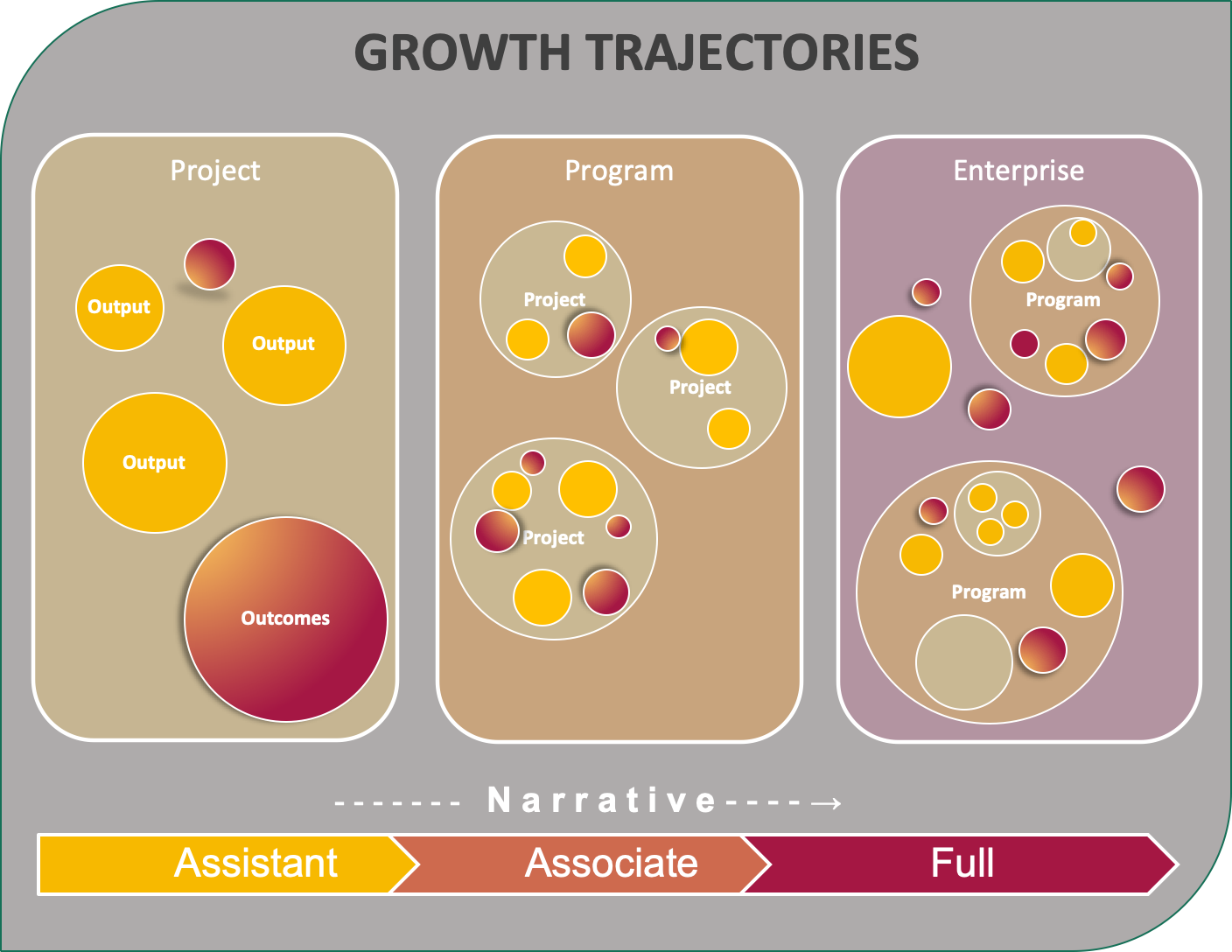
1. **Preamble**
   1. The School for the Future of Innovation in Society (SFIS) is a transdisciplinary community of faculty and students who endeavor to critically understand and inform the role of science and technology in past, present, and future societies; to advance capacities for the socially responsible and beneficial stewardship and steering of science, technology, and innovation; and to contribute to more just and inclusive futures.
   2. SFIS emphasizes the production and application of transformative knowledge that transcends conventional disciplinary and sectoral boundaries. Faculty draw on a diverse spectrum of expertise, skills and methodologies, and perspectives, to engage multiple audiences through: (1) **Scholarship and Engagement**, encompassing research and creative activities and communication and collaboration with multiple and diverse audiences; (2) **Education and Mentorship**, encompassing teaching, training, student mentorship, and instruction; and (3) **Service and Leadership**, encompassing leadership and service to the community, university, and professional endeavors, networks, and/or institutions.
   3. SFIS is committed to realizing the [ASU Charter](https://newamericanuniversity.asu.edu/about/asu-charter-mission-and-goals), with its emphasis on access, excellence, and impact, and the Design Aspirations of the New American University.
   4. SFIS embraces the ASU commitment to [diversity, representation, inclusion, and belonging](https://inclusion.asu.edu/diversity) as stated by the Office of Inclusion and Community Engagement.
   5. In line with the ASU Charter, SFIS is committed to ensuring all of its faculty, including fixed-term as well as tenured and tenure-track faculty, are supported and valued for their contribution to the mission of the School. The inclusiveness of SFIS begins with the acknowledgement—implicit across SFIS—that all members of the SFIS community are contributing and valued members of the same team. SFIS takes this commitment seriously and considers of prime importance the advancement of a collegial and supportive culture amongst faculty, staff, and students.
   6. These guidelines are designed to establish expectations and process for tenure-eligible faculty in SFIS as they are considered for tenure, and for promotion. It sets out School-specific expectations and evaluation criteria, within the context of ASU expectations, and those of the broader academy.
2. **Relevant ASU policies and guidance documents**
   1. The Provost’s office has numerous resources on the promotion process for tenure-eligible faculty and for promotion; faculty are strongly encouraged to familiarize themselves with these documents. These include:
      1. ACD 506–01: [Preamble for Promotion and Tenure](https://www.asu.edu/aad/manuals/acd/acd506-01.html)
      2. ACD 506–04: [Tenure](https://www.asu.edu/aad/manuals/acd/acd506-04.html)
      3. ACD 506–05: [Faculty Promotion](https://www.asu.edu/aad/manuals/acd/acd506-05.html)
      4. ACD 506–03: [Faculty Probationary Appointments](https://www.asu.edu/aad/manuals/acd/acd506-03.html)
      5. [Personnel Processes](https://provost.asu.edu/academic-personnel/personnel-processes) – Office of the University Provost
      6. Faculty Probationary, Tenure, and Promotion Requirements for Academic Unit Bylaws [(P3](https://provost.asu.edu/policies/procedures/p3))
      7. Process Guide for Promotion and/or Tenure (tenure-eligible faculty [(P5](https://provost.asu.edu/sites/default/files/page/1562/process-guide-promotion-tenure_040519.pdf))
      8. College of Global Futures (CGF) Bylaws [please consult Dean’s office, College of Global Futures]
3. **School Mission Statement and Objectives**
   1. The School for the Future of Innovation in Society advances society’s capacity for socially responsible and beneficial innovation, as well as the effective stewardship and deployment of science and technology in the interests of society and the pursuit of just and inclusive futures, through the generation, synthesis, dissemination, and application of new, inclusive, and innovative knowledge, learning, and engagement.
   2. Within this mission, the School has five primary objectives:
      1. Generating new knowledge and insights through scholarship, research, and creative activities that transcend conventional disciplinary and sectoral boundaries, leverage transdisciplinary collaborations, and benefit from unconventional synergies between areas and modes of expertise and understanding;
      2. Supporting individuals at all stages of their academic, professional, and public lives through effective teaching, training, instruction, and the facilitation of learning;
      3. Promoting and enabling justice, equity, diversity, and inclusion, especially as it relates to responsible and intentional use of innovation and the social dynamics and societal dimensions and implications of science and technology;
      4. Supporting academic communities, policy makers, businesses, not-for-profits, and other communities, in advancing society’s capacity for socially responsible and beneficial innovation and the effective stewardship and deployment of science and technology in the interests of society and the pursuit of just and inclusive futures; and
      5. Making knowledge and insights accessible to equip individuals and organizations to meet their relevant goals through effective communication, engagement, and knowledge translation and mobilization.
4. **Academic Diversity within SFIS** 
   1. Faculty members of SFIS are trained in, work across, and contribute to a diverse range of fields and areas of expertise. They are associated with a wide variety of disciplinary backgrounds that span and integrate across the social and natural sciences, engineering, the arts and humanities, public policy, health sciences, law, business, and more. Within the School, faculty are engaged in scholarship and education that are strongly inter-disciplinary and tied to real world concerns.
   2. The range of transdisciplinary training in scholarly pursuits demands the standards of performance for the purposes of promotion and tenure in SFIS be flexible, recognizing the many different pathways for faculty members to meet the norms for achievement in their own research areas while demonstrating excellence in scholarship, education, and engagement goals of the School and ASU.
   3. SFIS faculty necessarily draw on an exceptionally wide range of theory, methods, and modes of scholarship. They may, for instance, employ research methods that are laboratory-based, field-based, quantitative, qualitative, archival, artistic, future-oriented, ethnographic, experimental, biological, participatory and stakeholder-based, model and simulation-based, or driven by client demand.
   4. Scholars within SFIS may disseminate research results in a broad range of venues, including single- and multi-authored books, monographs, reports, journal articles, book chapters, blogs and other digital media, and as creative products, displays, and methods, as well as facilitated public discussions, expert roundtables, interviews, and presentations, depending on norms, expectations and opportunities in their area of enquiry and intended audiences.
   5. All SFIS faculty work both within and across a wide range of disciplines and areas of expertise that have different and relevant scholarly norms, and which recognize different standards of distinction. As a consequence, no single ranking of publication outlets, forms of productivity, or external funding is entirely appropriate or adequate to assess productivity and impact across all faculty. As such, junior faculty in particular should work with the Dean, and the candidate’s mentorship committee and feedback given during annual evaluations, to define those priority areas and metrics that are most relevant in terms of (i) disciplinary/academic community standards for excellence; and/or (ii) inter-disciplinary excellence related to the mission and academic focus of SFIS/ASU.
5. **Definitions of Categories of Work to be Evaluated**
   1. Faculty in the tenure track are evaluated (for tenure and for promotion) within three categories of work, as [per ASU requirements](about:blank): (1) **Scholarship and Engagement**, encompassing research and creative activities and communication and collaboration with multiple and diverse audiences; (2) **Education and Mentoring**, encompassing teaching, training, student mentorship, and instruction; and (3) **Service and Leadership**, encompassing leadership and service to the community, university, and professional endeavors, networks, and/or institutions.
   2. A balance of effort among, and strong contributions within, the three categories of professional activity (Scholarship and Engagement, Education and Mentoring, and Service and Leadership) are required of all faculty.    The precise percentages of effort will vary among faculty members and with rank and/or with administrative or leadership responsibilities. These expectations will be agreed in writing with the School Director and College Dean,
   3. Post-terminal degree work, regardless of whether it was while the candidate was at ASU, will count as part of the candidate’s package for demonstrating promotion from Assistant to Associate professor in accordance with an overall positive trajectory in scholarship and engagement, education, and service while at ASU. A candidate should demonstrate excellence/success at ASU, and the future promise of success at ASU in the ASU environment.
   4. All post-tenure work, regardless of whether it was while they were at ASU, will count as part of the candidate’s package for demonstrating promotion from associate to full professor in accordance with an overall positive trajectory in scholarship and engagement, education, and service while at ASU. A candidate should demonstrate excellence/success at ASU, and the future promise of success at ASU in the ASU environment.
   5. **Scholarship and Engagement: Encompassing Research, Creative Activities, and Engagement -** Includes all research and creative activities that generate new knowledge or unique creative contributions. Candidates can demonstrate traditional forms of scholarship, or a balance of traditional forms of scholarship alongside some creative outputs and attempts to translate scholarly findings with broader public engagement. While communicated usually in texts, this can also involve digital and material forms. Audiences range from traditional academic audiences, professional audiences (policy makers and practitioners), to the general public.
   6. **Education and Mentorship: Encompassing teaching, training, mentorship and instruction** - Includes all activities fostering learning, intellectual development, and social capacities. Education includes formal classrooms and informal spaces, as well as integrative activities, design products, program interventions, training, social media and public communications. The School acknowledges that existing scholarship indicates that quantitative course evaluation metrics and quantitative scholarship metrics can be biased, and so the School will use the best available practices to promote equitable evaluation of teaching and student learning, including peer review. Education also includes mentorship and training of students, postdocs, colleagues, etc. in scholarship and pedagogy.
   7. **Service and Leadership: Encompassing community, university, and professional service -** Meaningful engagement in school-wide activities, including evidence of contribution to productive dialogue, professional growth, and community building of SFIS staff, students, and faculty are expected. Participation and leadership of faculty with groups and organizations in and out of the university are expected. Professional service (peer reviewer, editor, or conference program chair) is also expected.
6. **Criteria for Advancement** 
   1. **Evaluation Criteria**
      1. Given the intentionally broad range of disciplines and activities that faculty within SFIS encompass, there is no single collection of indicators of success that determine faculty performance and potential. SFIS also considers of prime importance the advancement of a collegial and supportive culture that promotes professional growth of faculty, staff, and students. Therefore, faculty are broadly evaluated within the context of the following two criteria:
         1. Evidence of, and demonstrable potential for, excellence and impact that is commensurate with track, rank, and area of expertise, within and across scholarship and engagement, education, and service (as appropriate), and that is within a coherent and integrated program or enterprise of work.
         2. Evidence of significant alignment with the School’s mission and objectives, and the mission and aspirations of ASU, especially with regard to creating and support a culture of inclusion in the School and at ASU and enhancing justice, equity, diversity, and inclusion in scholarship and engagement, education, and leadership/service. SFIS also takes the commitment seriously and considers of prime importance the advancement of a collegial and supportive culture amongst faculty, staff, and students.
      2. Within these criteria, faculty are expected to demonstrate both their success, and their potential for future success, through an appropriate portfolio of indicators and an accompanying personal statement. In some cases, these will represent numeric indicators, such as the number of publications or citations, or research awards. In others, they will be less quantifiable and more subjective, for instance when evaluating the quality and impact of social and humanistic research or design-based or artistic/creative works.
      3. In evaluating success and potential, the School is committed to looking beyond quantitative metrics, and assessing more deeply the broader contributions and potential of faculty members, within the expectations of academic rigor. Here, while numeric indicators provide important input, they form only part of a broader picture.
      4. In this context, indicators of success may include, but are not limited to the areas highlighted in the School’s Annual Review Policy. However, these should be considered as a guide only. Faculty are required to describe and justify the specific metrics of success that apply to their particular professional trajectory in their narratives. There is a diversity of recognized outputs that can be considered as evidence of accomplishments within the Scholarship and Engagement, Education, and Service categories.
      5. What counts as a significant **output** is particular to the work of the individual, but ultimately assessed by the faculty in their review of the candidate. In general, a substantial published paper is an output, as is a 3-credit course or a leadership role on a committee. Rather than delineate a standard of what counts as an output in the abstract, the School expects faculty to work with colleagues, mentor(s), and School leadership to develop and articulate, and justify through the annual review and reporting process what they view as significant outputs.
      6. Additionally, faculty should strive to advance evidence for their achievement of impact outcomes. **Outcomes** are different from outputs in that they are not directly producible by the faculty member. Instead, outcomes are taken up by the community in response to the perceived or engaged value of the output to someone else's situation. Outcomes require that members of an external community choose to engage the output (or, more broadly, the faculty member’s ideas or scholarship) as a resource to advance their goals.
      7. If the department hires a faculty member whose research will involve research products or academic venues other than those accommodated by the guidelines presented here (e.g., resulting from an unusual research domain or conditions arising from a shared appointment or administrative responsibilities), the School Director and the faculty member jointly should specify these special conditions in writing at the time of appointment. This statement should be included as part of the faculty member’s general plan for achieving tenure/promotion.
   2. **Project, Program, and Enterprise**
      1. There is an expectation that faculty will demonstrate, through a coherent and articulated program or enterprise of work, the value they create and the potential they have to the School, to the university, to the academy, and to society more broadly. Faculty are encouraged to position their work in terms of why it is important, what they want to accomplish, and how their efforts are helping them to reach their goals. When submitting descriptions of their work, and especially when submitting for associate and full professor, they should frame particular achievements in terms of why/what/how structure that positions achievements within a coherent narrative.
      2. Faculty should view their career trajectories along a progressive continuum from **project** to **program** to **enterprise.** SFIS understands this trajectory to prepare faculty to move from assistant to associate professor level, and from associate to full professor level.
         1. A **Project** is a set of scholarly, educational, and/or engagement activities that are coherent, limited in scope and time, and lead to one or more well-defined outputs (e.g., a book, one or more articles, a new class or training program, a major event, an exhibition, a substantial policy report, etc.). Projects may vary in scale and duration, but they should prepare faculty at the assistant professor level for linking them in more coherent and integrated programs that begin to build the prospects and reality of impact and recognition.
         2. A **Program** is a group of projects that, collectively, cohere, align, and support each other, either in sequence or in parallel; lead to significant and integrated advances in scholarship, education, and/or engagement; and build over time in the scale, scope, and impact of contributions to addressing societal challenges. The imminence or emergence of such a program or programs is a crucial, positive indicator for promotion to the rank of associate professor.

Figure : Note size of circles does not necessarily signify importance

* + - 1. An **Enterprise**: is a well-developed and integrated suite of projects, program(s), and outputs that generates, teaches, communicates, and puts innovative knowledge and creative and intellectual contributions to work in addressing societal challenges on a sustained and ongoing basis and that has achieved local, national, and international recognition for the quality and importance of its work and impact. Enterprises are also expected to create opportunities for students, early career scholars, and educators to find nurturing, mentorship, and support and to grow into leadership roles. Faculty members at the rank of full professor should show increasing alignment and ability to operate at the enterprise level.
    1. Projects, programs, and enterprises can be articulated from each of the areas of scholarship and engagement, education and mentorship, and service and leadership, and the progression should be apparent in all ranks of faculty. There is an expectation that faculty will demonstrate, through a coherent and articulate program or enterprise of work, the value they bring and the potential they have to the School, to the university, to the academy, and to society more broadly. These projects, programs, or an enterprise of work should directly connect to a meaningful why/what/how articulation, with the work becoming *increasingly aligned* as one approaches associate professor in the case of one’s projects and programs, and aspiring to the enterprise level in the case of promotion from associate to full professor. When submitting annual reports, 3rd-year reviews, tenure narrative, and full professor narrative it is strongly encouraged that they identify their why/what/how or mission/vision/purpose or other motivating structure and delineate how it guides their project(s), program, or enterprise.
    2. Within the evaluation criteria and indicators of success, expectations will vary by rank. At a high level, faculty at the assistant professor level should be developing a program of work that has local and national impact. At the associate and full professor level, there is an increasing expectation of global recognition and thought leadership embedded within an enterprise of work that spans research, scholarship, engagement, a creative activities, education, mentorship, leadership, service, and engagement and translation. Faculty at the level of associate and full professor are also expected to take on greater responsibility for institutional leadership and mentorship.

1. **Achieving Associate Professor**  
     
   At the associate level there is an increasing expectation of thought leadership embedded within a **Program** of work that spans Scholarship and Engagement activities, as well as meaningful contributions in Education and Mentorship, and Service and Leadership. Ideally, work should be grounded in the Design Aspirations of the New American University and articulate a clear Mission/Vision/Purpose that is realized through projects in a way that demonstrates a shift from the listing of outputs to a broader program of work that begins to include outcomes. Also, there should be evidence of program integration and commitment to participation in larger school agendas and the building of collegial relations with SFIS peers and the community. Specific achievements may include:  
   1. **Scholarship and Engagement**
      1. Develop, execute, and grow a coherent program of independent research, scholarly, and/or creative work that leads to advances in knowledge and understanding that are recognized by others, and that have relevance and impact within academic and/or non-academic communities.
      2. Clear evidence of a program of work that is ideally aligned with the mission and vision of the school, the design aspirations of the New American University and the university charter.
      3. Clear evidence of engagement, translation and communication that transcends academia. While not required for all scholarship, there should be evidence of efforts to ensure that some of the scholarly works reach a broad audience.
      4. Faculty should strive to have, for example, video, digital, material and/or hands-on representations of their work that demonstrate engagement with multiple audiences.
      5. Faculty should strive to articulate and execute a line of relevant engagement work or activities that are consistent with their goals and those of the School and ASU.
      6. Clear evidence of a minimum of **8-10 scholarly outputs** with the exact number depending on the quality of output, effort taken to produce, scholarly field, and form or venue of publication (e.g., a smaller number of outputs may suffice if they are of exceptional quality, depth, or significance to a relevant field). Scholarly outputs include:
         1. peer-reviewed publications, including articles and book chapters, in appropriate peer-reviewed outlets with a mix of primary author, lead author, collaborative author, sole author pieces, and co-authored pieces with students—regardless of whether they are in-press or published. If multiple co-authored publications, the candidate should demonstrate their unique and significant contributions in those pieces, providing justification statements regarding intellectual contributions. Impact factor, peer regard, and acceptance rates, among other variables, can be used as one of several metrics to determine journal quality. Non-peer reviewed contributions can count as outputs, but cannot serve as the majority of scholarly outputs, and in those cases the candidate must justify the value of the publication outlets in satisfactory ways.
         2. creative artifacts such as (but not limited to) an impact game or app, a workshop/service with repeatable use, an exhibit, or an implemented impact agenda that is recognized by peers as a similar amount of scholarly contribution as an article. The faculty member should justify how many outputs this counts as based on the amount of work they contributed. Candidate claims are assessed by, and accountable to, faculty in their review of the candidate.
         3. a book (published or in-press) recognized as a significant scholarly contribution by one’s peers. If single-authored and peer-reviewed, this can count as 5-6 outputs. For a co-authored book, translation, or edited volume (published or in-press) recognized as a significant scholarly contribution by one’s peers, the faculty member should justify how many outputs this counts as based on the amount of work they contributed and their responsibility for the scholarly ideas (1-4 outputs). Candidate claims are assessed by, and accountable to, faculty in their review of the candidate.
         4. as evidence of strength of engaged scholarship, alternative types of publications oriented toward non-academic audiences, such as significant policy or business reports or media articles, may count as appropriate outputs, so long as they can be shown by the faculty member to advance and/or reflect new scholarly ideas of sufficient depth, significance, and impact with respect to intended audiences. The faculty member should justify how many outputs this counts. Again, these claims are assessed by, and accountable to, faculty in their review of the candidate.
      7. An average of least one external conference presentation per year, or the equivalent in workshops presented to the community, professional or external colleagues.
      8. Consistent efforts, and at least partial success, in applying for internal and external research funding and/or fellowships that support their research, education, and engagement agenda, and executing funded research projects. It is recognized that different forms of scholarship, engagement, and education have different forms and levels of funding associated with them.
   2. **Education and Mentorship**
      1. Development of a new course, including integrating innovative ways of teaching and learning with a commitment to diversity and inclusion, which may include co-teaching/team teaching across the School, College, and ASU.
      2. Successful delivery of assigned courses per year (taking into account exceptions for approved leave and course releases, other assigned duties, or course buyouts), with focused, well-conceived syllabi.
      3. Strong evaluations of teaching (equal to or above the mean). Or, if below the mean, evidence of improvement along with engagement in professional development in teaching, training, and learning, both in coursework and mentoring, and/or a letter of explanation from the department. Here, peer evaluations, while still biased, can also be used to provide helpful corrective framing of the quality of teaching.
      4. Demonstration of application of new knowledge, innovative techniques, and best practices in instruction with strong peer evaluations and/or evidence of improvement in areas of concern through student evaluations.
      5. Demonstration of commitment to mentoring, training, and advising students, colleagues, postdocs in scholarship and pedagogy; this includes serving on student committees, chairing at least one committee, evidence of commitment to student mentoring, student learning, and student success.
      6. Support researchers, professionals, decision makers and influencers, and others, across multiple disciplines and sectors, in integrating SFIS concepts and practices into their work.
      7. Demonstration of commitment to enhancing justice, equity, diversity, and inclusion in education and learning.
   3. **Service** **and Leadership**
      * 1. Demonstrated commitment to and effective leadership and service on School, College and/or university committees, in leadership roles, or through demonstrated leadership of significant activities or work that advances benefits to the School, College, and/or ASU.
        2. Meaningful contribution to and participation in School outreach activities, such as ASU’s Night of the Open Door or similar activities, school-sponsored conferences, and other outreach activities.
        3. Evidence of professional leadership and service for journals, professional societies, and/or non-academic organizations.
        4. Service as reviewer for academic journals, creative works, funding agencies or foundations.
        5. Contributions to productive dialogue, professional growth, and community building of SFIS staff, students, and faculty.
        6. Roles in public service or leadership, including convening significant public dialogues or conversations informed by scholarship or education.
   4. **Impact of personal or external circumstances**: The School recognizes that a variety of life events may impact a scholar’s productivity and output (e.g., illness or other health-related issues, childbirth, eldercare, divorce, death in the family, pandemic, natural disaster, or emergency event, etc.). If a faculty member is affected or anticipates being affected by such events, they should speak to the School Director as soon as possible to request a leave, tenure clock extension, and/or other accommodations. Any understandings on the part of promotion and tenure committees to trajectories of achievement should be sensitive to such appropriately reported circumstances.
2. **Achieving Full Professor**  
     
   At the full professor level an increasing expectation of achieving global recognition and thought leadership embedded within a well-established **Program** of work that is clearly developing into an **Enterprise** that spans a host of Scholarship and Engagement activities that demonstrate leadership at the level of school, university, and community. Ideally, work should align to the Design Aspirations, with a clear Mission/Vision/Purpose that demonstrates how the enterprise of work contributes to the production of outcomes in the community or communities of focus. Specific achievements may include:  
   1. **Scholarship and Engagement** 
      1. Clear evidence of a well-articulated and coherent **program of work** and **evolving enterprise** with global relevance and impact that integrates across research, teaching, instruction, learning, professional service, and engagement, communication, and translation.
      2. Clear evidence of a **program of work** and **evolving enterprise** that, ideally, is aligned with the mission and vision of the School, and the design aspirations and charter of the university.
      3. Clear evidence of engagement, translation and communication outside of academia, including **1 – 2 substantive and impactful scholarly/creative outputs per year** on average that are valued and recognized by peers, and that contribute substantially to the state of knowledge.
         1. peer-reviewed publications, including articles and book chapters, in appropriate peer-reviewed outlets with a mix of primary author, lead author, collaborative author, sole author pieces, and co-authored pieces with students. If multiple co-authored publications, the candidate should demonstrate their unique and significant contributions in those pieces, providing justification statements regarding intellectual contributions. Impact factor, peer regard, and acceptance rates, among other variables, can be used as one of several metrics to determine journal quality. Non-peer reviewed contributions can count as outputs, but cannot serve as the majority of scholarly outputs, and in those cases the candidate must justify the value of the publication outlets in satisfactory ways.
         2. creative artifacts such as (but not limited to) an impact game or app, a workshop/service with repeatable use, an exhibit, or an implemented impact agenda that is recognized by peers as a similar amount of scholarly contribution as an article. The faculty member should justify how many outputs this counts as based on the amount of work they contributed. Candidate claims are assessed by, and accountable to, faculty in their review of the candidate.
         3. a book (published or in-press) recognized as a significant scholarly contribution by one’s peers. If single-authored and peer-reviewed, this can count as 5-6 outputs. For a co-authored book, translation, or edited volume (published or in-press) recognized as a significant scholarly contribution by one’s peers, the faculty member should justify how many outputs this counts as based on the amount of work they contributed and their responsibility for the scholarly ideas (1-4 outputs). Candidate claims are assessed by, and accountable to, faculty in their review of the candidate.
         4. as evidence of strength of engaged scholarship, alternative types of publications oriented toward non-academic audiences, such as significant policy or business reports or media articles, may count as appropriate outputs, so long as they can be shown by the faculty member to advance and/or reflect new scholarly ideas of sufficient depth, significance, and impact with respect to intended audiences. The faculty member should justify how many outputs this counts. Candidate claims are assessed by, and accountable to, faculty in their review of the candidate.
      4. Demonstration of meaningful project and program outputs, at the same time having evidence of how the community leverages outputs of the work to achieve more **substantial outcomes** (defined above) as recognized by peers.
      5. An internationally-recognized portfolio of independent/collaborative work that generates new knowledge, insights and/or understanding, and has value to diverse audiences.
      6. Clear evidence of thought leadership within the field of expertise. Evidence of an impactful portfolio of independent research and research leadership. Citations and other measures of impact commensurate with peers within the field of expertise, especially those indicative of national or international prominence.
      7. A strong portfolio of invited presentations, nationally, and internationally as well as the organization of workshops/presentations within one’s field of expertise.
      8. Success in applying for research funding and fellowships that support their research, education, and engagement agenda, and executing funded research projects that involve the inclusion of others as thought contributors.
   2. **Education** **and Mentorship**
      1. Demonstrated ability to develop new courses, curricula, and/or educational programs, and evidence of taking on a leadership role in determining and creating courses and programs relevant to growing the school portfolio.
      2. Successful delivery of assigned courses per year (taking into account exceptions for approved leave, other assigned duties or course buyouts), with focused, well-conceived syllabi since achieving tenure.
      3. Strong evaluations of teaching (equal to or above the mean) that demonstrate evidence of a student-centric approach to teaching and instruction. Or, if below the mean, engagement in professional development in teaching, training, and learning, both in coursework and mentoring, and/or a letter of explanation from the department.
      4. Evidence of improvement and leadership in education over time, such as strong peer evaluations of teaching, evidence of a student-centric approach to teaching and instruction, professional development in teaching, training, and learning, application of new knowledge, innovative techniques, and best practices in instruction, and strong student evaluations.
      5. Commitment to mentoring, training, and advising students such as serving on student committees and chairing multiple committees. Leadership in and a demonstrable commitment to student, colleague, and postdoc mentoring, student learning, and student success.
      6. Demonstration of commitment to mentoring, training, and advising students, colleagues, postdocs in scholarship and pedagogy.
      7. Leverage diverse pedagogical methods that advance SFIS and do so in ways that engage diverse voices and expertise to succeed.
      8. Finding ways of supporting youth in one’s research agenda, integrating students in research, creative outputs, and scholarly publications.
      9. A commitment to supporting the professional development of other faculty,

including serving as a primary mentor or showing evidence of other means of mentoring other faculty.

* + 1. Demonstrated successes in growing and strengthening justice, equity, diversity, and inclusion in the school’s educational programs and learning initiatives.
  1. **Service** **and Leadership**
     1. Contribute to and provide leadership within the operations, mission, and culture of the school through serving on standing and *ad hoc* committees, serving in positive/productive ways on mentoring committees and contributing to leadership of School initiatives.
     2. Leadership and meaningful participation in School outreach activities both within the university and outside to the community.
     3. Playing at least one of the following roles:  chairing an academic program, directing a research center, and/or taking on a school or college leadership position.
     4. Meaningful participation in supporting larger community agendas, whether in Arizona or outside of the state.
     5. Professional service to and leadership within journals, professional societies, and/or non-academic organizations.
     6. Service as reviewer for academic journals, creative works, funding agencies or foundations.
     7. A commitment to advancing issues and needs relevant to the field, overlapping, but not simply as part of one’s personal scholarly agenda.
     8. Contribute to productive dialogue, professional growth, and community building of SFIS staff, students, and faculty including advancing school agendas beyond one’s own scholarship.
  2. **Impact of personal or external circumstances**: The School recognizes that a variety of life events may impact a scholar’s productivity and output (e.g., illness or other health-related issues, childbirth, eldercare, divorce, death in the family, pandemic, natural disaster, or emergency event, etc.). If a faculty member is affected or anticipates being affected by such events, they should speak to the School Director as soon as possible to request a leave, tenure clock extension, and/or other accommodations. Any understandings on the part of promotion and tenure committees to trajectories of achievement should be sensitive to such appropriately reported circumstances.

1. **Material review process**
   1. Promotion and tenure applications shall be reviewed by the School’s Promotion and Tenure committee and evaluated against expectations outlined above.
   2. The committee shall explicitly honor and include pre-ASU work, and diverse types of work as part of the candidate’s package for demonstrating promotion from assistant to associate professor or from associate to full.
   3. The Promotion and Tenure committee shall operate as a whole faculty, including non-tenured research and clinical faculty, excluding members who have a conflict of interest. The perspectives of the full faculty will be reflected in the promotion and/or tenure letter. Two votes will be tallied: 1) a full committee vote; and 2) a vote of the accordingly ranked tenured faculty, i.e., tenured associate and tenured full professors when considering promotion from assistant to associate professor, and tenured full professors when considering promotion from associate professor to full professor. Both tallies will be reported to the director and accompany the file.
   4. The Promotion and Tenure committee shall make recommendations to the School director on promotion and tenure, based on the material provided by the faculty member, letters of review, and information on teaching and research awards provided by the School. Recommendations shall be accompanied by a detailed assessment of the faculty member against expectations as outlined in this document.
   5. At the discretion of the director, appropriate faculty from additional units within the university may be included in the deliberations, but only in such cases as the faculty member under consideration is shared with those units or has important elements of their creative or scholarly work or educational contributions performed in a mode in which additional expertise is required for appropriate evaluation (e.g., some kinds of artistic productions).
2. **Mentoring Committee**
   1. All tenure-track and tenured associate professors within SFIS shall be assigned a Tenure Mentoring Committee, consisting of the Associate Director of Faculty (or designee) and at least one other SFIS senior faculty member. Faculty may request, or the director may assign, an additional committee member from outside the School. If a tenure-track professor in SFIS is jointly appointed with another School, the Mentoring Committee should include a faculty mentor from that School.
   2. The purpose of this committee is to give faculty members advice in the areas of scholarship and engagement, education, and leadership, as they move toward achieving promotion and tenure according to School and University guidelines. Especially of importance is helping the faculty member envision, articulate, and create over time a systematic and integrated program of work that integrates scholarship and engagement, education, and leadership and aligns to the goals of the faculty member.
   3. During the first semester the tenure-track faculty member is employed, they will lead, working collaboratively with the Mentoring Committee, the development of a general plan for achieving tenure/promotion according to their anticipated tenure/promotion review schedule. The plan, which is developed entirely for the benefit of the faculty member, should provide both a sense of the level and forms of expected productivity and impact of the work, and the ways in which excellence in performance will be assessed.
   4. The plan is to be understood as a “living document” in that it can and should be revised and reconsidered regularly and as necessary as the faculty member’s program of scholarship, education, and engagement develops.
3. **Types of evidence to be provided**
   1. Faculty should refer to the [ASU Process Guide for Promotion and/or Tenure](https://provost.asu.edu/sites/default/files/page/1562/process-guide-promotion-tenure_040519.pdf) for specific information on required evidentiary documents and the format of these documents. This evidence includes:
      1. **A full and comprehensive Curriculum Vitae** following a format recommended by the university or the School with page numbers and faculty member name on each page.
      2. **A Personal Statement** up to four pages in length, single spaced, 12 pt. font with page numbers and faculty member name on each page.
      3. **Scholarship and Engagement/Creative Materials:** Faculty members should list up to four publication titles or descriptions of creative activity reflecting his/her research, scholarship, engagement, and/or creative activities. Section should highlight achievements as covered in 8.2.1.
      4. **Evidence of Excellence in Teaching and Mentoring.** These materials are in addition to the Summary of Student Evaluation of Instruction provided by the unit. Faculty members should work with their unit chair/director to identify appropriate materials that would effectively demonstrate an engaged effort to improve/sustain excellence in teaching, learning, and mentoring. Section should highlight achievements as covered in 8.2.2. Some examples could include the following: development of new courses and successful delivery of courses per year, with focused, well-conceived syllabi and student evaluations that indicate improvement over time; strong peer evaluations of teaching, and evidence of a student-centric approach to teaching and instruction, including serving on student committees and chairing committees; a demonstrable commitment to student mentoring and student success; evidence of professional development and innovation in teaching and instruction.
      5. **Service and Leadership Materials:** Faculty members should highlight achievements as covered in 8.2.3.
      6. **Supporting Materials (Optional).** The faculty member may submit electronic (PDF) of Supporting Materials to the unit. Supporting materials may include a total of 50 pages not to exceed 10MB of additional electronic material highlighting excellence in scholarship, engagement, and education. If the faculty member chooses to include letters of support from faculty members from units outside their tenure home in this section, the letters are not confidential and must clearly describe the authors’ relationship to the faculty member and knowledge of the substance of the faculty member’s work.
      7. **Plan (Optional).** *If the faculty member was hired with an agreement in terms of special considerations other than those accommodated by the guidelines presented here (e.g., resulting from an unusual research domain or conditions arising from a shared appointment or administrative responsibilities), this statement should be included as part of the faculty member’s general plan for achieving tenure/promotion*
4. **Selection of external reviewers**
   1. The faculty member submits to the unit chair/director a list of at least 10 names of people he/she recommends to serve as potential external reviewers. Names provided by the faculty member must be at approved peer or aspirational peer institutions for the School, College, or ASU or equivalent caliber institutions. Proposed reviewers by the faculty member and the chair/director must meet eligibility requirements as described in [ACD506-04](https://www.asu.edu/aad/manuals/acd/acd506-04.html).
   2. Letters of review shall be solicited by the School director from ten external reviewers (approved by the Dean of the College of Global Futures), with five of these being selected from the list provided by the faculty member, and five supplied by the director.
   3. All external reviewers should have an arms-length relationship with the faculty member to avoid potential conflicts of interest. As noted in [ACD506-04](https://www.asu.edu/aad/manuals/acd/acd506-04.html), the reviewers may not have a close professional or personal connection with the faculty member (e.g., co-author, co-PI, or member of the faculty member’s dissertation committee).
5. **Process for shared appointments**
   1. Where a faculty member whose primary academic unit is SFIS has a shared appointment with other units, the School will solicit input from the chair, director or dean of the relevant unit that specifically deals with those parts of the faculty member’s workload that are assigned to that unit through the Memorandum of Understanding (MOU) (see [ASU Guidelines for Joint and Affiliated Appointments](https://www.asu.edu/aad/manuals/acd/acd505-04.html)); the MOU is typically crafted at the time of appointment. The timeline and expectations around providing review material to affiliated units and receiving the relevant feedback will be negotiated and agreed on in writing between the units ahead of the SFIS promotion and tenure process and agree with the timeline stated by the College of Global Futures. This will include the process by which affiliated units will contribute to the selection of external reviewers, and the collection and inclusion of evaluation comments from affiliated units in the review process.
6. **Process and timeline**
   1. As per [ACD 506-03](https://www.asu.edu/aad/manuals/acd/acd506-03.html), “All 100 percent FTE faculty appointed at the assistant professor rank have a maximum of six years in which to apply for tenure.”
   2. Under special circumstances, the president or the president’s designee may extend the probationary period. Faculty members may request, no later than the fall semester of the year prior to the year their tenure review is scheduled, an extension of the probationary period. ([ACD 506-03](https://www.asu.edu/aad/manuals/acd/acd506-03.html))
   3. Faculty members who desire to be considered for tenure earlier than the year designated in their offer letters should consult with their chair/director and/or deans about the possibility of being reviewed and recommended for tenure prior to their final probationary year. ([ACD 506-03](https://www.asu.edu/aad/manuals/acd/acd506-03.html))
   4. There is no fixed timeline for promotion to associate or full professor. Rather, promotion is based on merit, as per [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html).
7. **Mid-term review**
   1. Details of the SFIS Probationary Review process are articulated in the College of Global Future’s Schedule of Academic Personnel actions.
8. **Compliance with ABOR policies and procedures**
   1. Promotion and tenure procedures followed within SFIS shall comply with ABOR policies and procedures. See Section 2 of this document.
   2. Per [ACD 506-05:](https://www.asu.edu/aad/manuals/acd/acd506-05.html) Decisions of the president on the granting or denying of promotion are final unless the faculty member alleges that a material violation of regular university procedures occurred in the review or decision, or that the results were based on the discriminatory or other unconstitutional grounds, as outlined in [ACD 509–02](https://www.asu.edu/aad/manuals/acd/acd509-02.html), “Grievance Policy for Faculty.” Grievance based solely on claims of discrimination are to be initially referred to the Office of University Rights and Responsibilities for investigation.