



<b>College</b>	<b>College of Health Solutions</b>	
<b>Unit</b>	<b>School of Nutrition and Health Promotion</b>	
<b>Document</b>	<b>Components for Evaluation in Reviews of Candidates for Tenure and/or Promotion</b>	
<b>Approved by the faculty</b>		<b>Date:</b>
<b>Reviewed by the dean</b>		<b>Date:</b>

**Provost office approval**

<b>Vice Provost for Academic Personnel</b>	<b>Date</b>

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## COMPONENTS FOR EVALUATION IN REVIEWS OF CANDIDATES FOR TENURE AND/OR PROMOTION

PhD or DPH from an accredited institution  
Teaching experience at the college level  
Demonstrated scholarship

### PROMOTION AND TENURE: PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Overview:

**ACD 506-05:** The purpose of promotion is to recognize and reward accomplishment. Promotion is awarded on the basis of proven excellence. Promotion from assistant professor to associate professor will be granted if the faculty member has achieved excellence in scholarship and/or creative activity, instructional contributions, and service consistent with departmental criteria.

Unit Criteria<sup>1</sup>:

1. ***Excellence in scholarship:*** The programs expect that the candidate will have established an independent research program based on work conducted since appointment at ASU. A successful candidate will present evidence that he or she is contributing to the discipline in important ways that are clearly visible and significant; that the candidate is conducting high quality work as judged by his or her peers; and that he or she is making an impact in the field. A successful candidate is able to clearly articulate a vision for his or her future impact.

#### *Evidence*

- A. An established independent research agenda with a clear and focused identifiable theme
- B. Dissemination of work in leading peer-reviewed journals of the discipline(s) (2+/year is the expectation)
- C. Scholarly impact in the field as evidenced by:
  - i. Journal acceptance rates
  - ii. Impact factor scores
  - iii. Citation numbers
  - iv. H score
  - v. Longevity of influence
  - vi. External peer reviews of disseminated work
  - vii. Documented influence on intended audience

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<sup>1</sup> University requires excellence for promotion and tenure at the research and scholarly activities and instruction expectations. Service is acceptable at the “satisfactory” or “acceptable” levels per ACD506-06, unless the unit is one where public service is an integral part of the mission.

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- D. Developing trajectory of extramural funding to support research and graduate student activities (competitive federal grants are the expectation)
- E. Submission of four products representing scholarship and research (e.g., publications)

2. ***Excellence in instruction:*** The programs expect that the candidate will have established themselves as an effective instructor and mentor

***Evidence***

- A. Teaching philosophy statement
- B. Student evaluation scores near, at, or above unit averages and presented in a summary table<sup>2</sup>
- C. Peer or supervisory review of instructional materials (e.g., syllabi, assignments, web-based course)
- D. Professional development activities completed to improve teaching ability<sup>3</sup>
- E. Innovative classroom projects/products
- F. Student successes/accomplishments such as awards, presentations at national meetings and/or publications
- G. Two products that reflect the quality of instruction may be submitted (e.g., peer reviewed education publication, example of innovative student product, course syllabus, etc)

3. ***Excellence in service:*** The programs expect that the candidate will have established a service record to their unit and the College and to their profession. Includes both quantity of service activities as well as the quality of the contributions.

***Evidence***

- A. Evidence of contribution to the well-being of the college and the university
- B. Peer and direct report assessment of contributions to affirmative action/diversity, recruitment and retention, faculty governance, collegial working environments, and professional behavior
- C. Evidence of the importance of one's service to the profession in terms of the national reputation of the unit
- D. Submission of two products documenting evaluation of quality of service

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<sup>2</sup> See Provost's website for recommended format and data to include.

<sup>3</sup> To include an assessment of relevant factors such as student learning, the currency of the course, and the contribution of the course to the unit's curriculum, pedagogy, and the scholarship of instruction.

## PROMOTION AND TENURE: PROMOTION TO FULL PROFESSOR

### Overview:

**ACD 506-05:** The purpose of promotion is to recognize and reward accomplishment. Promotion is awarded on the basis of proven excellence. Promotion from associate professor to professor must be based on established college criteria that reflect a commitment to excellence whereby the faculty member's contributions to his or her discipline have generated new discoveries or models that advance the discipline and serve society. Although there is no set time for promotion from associate professor to full professor, it would be unusual for an individual to accumulate the expected record of accomplishment recognized at the national level without working for several years at the associate level. Normally, an overall record of excellence requires national or international recognition for scholarly achievement in one or more areas of faculty endeavor.

### Unit Criteria:

1. ***Excellence in scholarship: Generation of new discoveries or models that advance the discipline.*** The programs expect that the candidate will have developed a body of work with demonstrated **impact** beyond that established prior to appointment, promotion, or tenure in current rank at ASU. A successful candidate will present evidence that he or she is continuing to contribute to the discipline in important ways that are clearly visible and significant; that he or she is conducting high quality work as judged by peers; and that he or she is making an impact in the discipline. A successful candidate is able to clearly articulate how he or she has advanced the development or growth of the discipline since the most recent appointment, promotion, or tenure.

### Evidence

- A. A sustained and independent research agenda with a clear and focused identifiable theme
- B. Sustained dissemination of work in leading peer-reviewed journals of the discipline(s)  
(2+/year is the expectation)
- C. Scholarly impact in the field as evidenced by:
  - i. Journal acceptance rates
  - ii. Impact factor scores
  - iii. Citation numbers
  - iv. H score
  - v. Longevity of influence
  - vi. External peer reviews of disseminated work
  - vii. Documented influence on intended audience
- D. Sustained trajectory of significant extramural funding to support research and graduate student activities (competitive federal grants are the expectation)
- E. Submission of four products representing scholarship and research (e.g., publications)

**2. Excellence in instruction.** The programs expect that the candidate will have established one's self as an expert instructor and mentor

*Evidence*

- A. Teaching philosophy statement
- B. Student evaluation scores near, at, or above unit averages and presented in a summary table<sup>4</sup>
- C. Peer or supervisory review of instructional materials (e.g., syllabi, assignments, web-based course)
- D. Professional development activities completed to improve teaching ability<sup>5</sup>
- E. Innovative classroom projects/products
- F. Student successes/accomplishments such as awards, presentations at national meetings and/or publications
- G. Two products that reflect the quality of instruction may be submitted (e.g., peer reviewed education publication, example of innovative student product, course syllabus, etc)

**3. Excellence in service to society:** The programs expect that the candidate will have established a service record to the unit, the College, the university, the profession, and society that serves as support for the promise of continued effectiveness in professional development. Exceptional quality of service should be assessed primarily in relation to service to the profession or the public.<sup>6</sup>

- A. Evidence of impact on the well-being of the unit, college, the university, and society
- B. Peer and direct report assessment of contributions to affirmative action/diversity, recruitment and retention, faculty governance, collegial working environments, and professional behavior
- C. Evidence of the importance of one's service to the profession in terms of the national and international reputation of the unit
- D. Submission of two products documenting evaluation of quality of service

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<sup>4</sup> See Provost's website for recommended format and data to include.

<sup>5</sup> To include an assessment of relevant factors such as student learning, the currency of the course, and the contribution of the course to the unit's curriculum, pedagogy, and the scholarship of instruction.

<sup>6</sup> ACD506-06