

College	Herberger Institute for Design and the Arts
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Document	Promotion Criteria

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Promotion Criteria
School of Art
Arizona State University

Written by the ASU

School of Art Faculty

GUIDELINES FOR PROMOTION AND TENURE

I. REFERENCE TO ASU ACADEMIC AFFAIRS MANUAL AND GUIDING PRINCIPLES

The ASU Academic Affairs Manual governs criteria and procedures for appointment, reviews of tenure and advancement in rank. The ASU university-level criteria for tenure are listed in ACD 506-04, and the ASU university-level criteria for promotion to each rank are listed in ACD 506-05. The Herberger Institute for Design and the Arts (HIDA) requires each school to develop and maintain criteria for promotion and tenure specific to the rank sought by the candidate, the disciplines and any sub-specialty of the disciplines (see HIDA Policies and Procedures, section III). Tenure and promotion are awarded on the basis of excellence and impact in the areas of teaching, research and service relative to the candidate's assigned responsibilities and with consideration to the candidate's contribution to the advancement of the ASU Charter, ASU Design Aspirations and the SOA Mission.

II. INTRODUCTION

The Promotion Criteria document outlines the expectations and evaluation criteria for promotion and tenure of faculty at varying ranks and years of experience within the School of Art. It clearly defines and contextualizes the terms of evaluation and other university vernacular by situating these terms within the framework of the School's mission and vision. The Promotion Criteria document was designed with the purpose of supporting tenure/tenure-track faculty on their journey to promotion and/or tenure by providing them the tools to effectively design their teaching, service, and research agendas and establish for the reviewers the School of Art's expectations for promotion and tenure. For promotion and tenure process guidelines, please refer to the School of Art faculty handbook. The Promotion Criteria document takes into account inclusive excellence, allows room for a broader expression of research activities, and enables artists and scholars to build greater relevance in the field. The standards set forth within this document predict a high-level of success within the framework of tenure and promotion.

III. PROMOTION AND TENURE

1. Tenure

According to the Academic Affairs Manual, ACD 506-05: Faculty Promotion, tenure is awarded

on the basis of *excellence* and *the promise of continued excellence*, which is measured not only by individual achievement but also by contributions to the academic unit's and university's current and future mission and objectives; thus, the tenure review process takes into account the mission and objectives of the academic unit and of the university during the assessment of the professional accomplishments of the faculty member under review. In all tenure and promotion cases, successful candidates meet the School of Art's criteria in each of the three areas of responsibility: scholarship or creative activity, teaching, and service. Refer to ACD 506–03: Faculty Probationary Appointments to learn about the mandatory review clock . Faculty seeking the awarding of tenure should have a record of sustained growth and high-quality impact in research, teaching, and service.

2. Promotion to Full

According to the Academic Affairs Manual, [ACD 506–05: Faculty Promotion](#), promotion to full professor is awarded based on an overall record of excellence in the performance of responsibilities, including continued excellence in scholarship and/or creative activities, teaching, and service since the promotion to associate professor with evidence of contributions at a level beyond that reflected in the promotion decision to associate professor. There is no standard or typical time at which this promotion consideration occurs. Tenured associate professors may be candidates for promotion at any time after the award of tenure. The key differences between the criteria for promotion to associate professor and the promotion to full professor is the promise of continued excellence vs. the demonstration of continued excellence. Although tenured associate professors may be candidates for promotion at any time after the award of tenure, promotion to full professor is neither necessary nor inevitable because of years of service. Regardless of the time between promotions, the standard applied is always the same. Faculty seeking the awarding of tenure should have a record of sustained growth and significant impact in research, teaching, and service.

IV. DEFINITIONS OF FACULTY RESPONSIBILITIES

The following definitions of Teaching and Instructional Activity, Research and Creative Activity, and Service provide a framework for faculty responsibilities. Definitions of Faculty Responsibilities are provided by the Academic Affairs Manual [ACD 202–01: Faculty Responsibilities](#). Arizona State University peer and School of Art aspirational peer departments are considered as a comparison group.

1. Teaching Definition

Teaching activities include credit-bearing teaching, additional teaching, and student mentorship. Within the School of Art, these activities include, but are not limited to the following:

a. Credit Bearing Teaching Activities

Credit-bearing courses are in-person, online, and hybrid courses and may have one or more components, including lecture (LEC), laboratory (LAB), or studio (STO); see a complete list here: [Defining Course Components](#). Course load assignments are determined by the Director. Full-time faculty course loads account for spring and fall and are based on three-credit courses, generally designated at 10% of the overall teaching responsibility.

b. Additional Teaching Activities

- designing and coordinating workshops

- developing and revising curriculum and courses
- performing as a guest lecturer
- providing a demonstration
- organizing and/or leading field trips and guest speakers for students
- managing student personnel support (hiring, scheduling, and supervising graduate teaching assistants and/or student workers/graders)
- hosting a visiting artist for demonstration, lecture and/or collaboration

c. Student Mentorship Activities

- engaging students in research/collaborative projects
- serving on student academic committees (doctoral dissertation, graduate thesis, undergraduate honors thesis)
- participation in student progress reviews
- providing feedback on degree requirements, academic projects, proposals, and scholarly or creative research
- writing recommendation letters
- assisting in the preparation of professional materials (writing sample, grant or fellowship application, CV, tenure dossier, teaching portfolio, artist statement, etc.)

2. Research, Scholarship and Creative Activity Definition

Research, scholarship, and creative activities may be discipline-specific or interdisciplinary, and conducted as individual research or collaborative research. Within the School of Art, research, scholarship, and/or creative activities are based on a high-level of professional expertise, documented and validated through peer review or critique, and are communicated in appropriate ways so as to have an impact on or significance for the discipline itself or for publics beyond the university. Within the School of Art, these activities include, but are not limited to the following:

a. Research Development Activities

- studio-based (exhibitions, performances, public art, film screenings, art commissions, etc.)
- community-engaged (workshops, discussions, demonstrations, etc.)
- curatorial (catalog, didactic, curation, etc.)
- scholarly (publishing and editorial activities, etc.)
- pedagogical (textbooks, curriculum development, etc.)

b. Research Recognition Activities

- curated exhibitions or museum exhibitions
- International museum competitions
- consultant positions
- collection acquisitions
- gallery representation
- patents
- book manuscript reviews
- presentations
- awards, grants, honors (received & submitted)
- citations, reproductions, reviews, interviews (electronic and print media)
- pedagogical engagements
- directing research programs for external institutions

- publication of software, software tools for artists and creatives

3. Service

Service activities include service to the university, the profession, and the public/community. Within the School of Art, these activities are activities that support the operations of and advance the goals and interests of organizations within the profession, academic institution and community.

a. Service to the University

University service activities include academic committee work, faculty governance roles, faculty mentorship, and student recruitment and retention. Within the School of Art, these activities include, but are not limited to the following:

- student organization faculty advisor
- faculty senator
- assistant or associate director
- program coordinator or director
- committee or task force chair or member
- faculty guest lecturer
- and engaging in initiatives, including hosting guest artists or scholars
- among others

b. Service to the Profession

Professional service activities include conducting reviews and holding offices in professional organizations. Within the School of Art, these activities include, but are not limited to the following:

- editorial board member
- journal, conference or exhibition juror, reviewer or referee
- meeting or panel member, chair or moderator
- conference committee, caucus or association group member or chair
- festival or event representative, manager or coordinator
- grant, scholarship or award evaluation panel member
- professional society or organization administrator or officer
- accreditation team participation
- teaching organization representative

c. Community Service Activities

Public/community service activities are an extension of the faculty member's research and teaching activities into the larger community outside the university. Within the School of Art, these activities include, but are not limited to the following:

- appointment to boards that serve the public interest
- appointment to committees or task forces that serve the public interest
- awards and/or honors reflecting public service in the profession
- public education activities (lectures, presentations, workshops, in-service training, adjudication or evaluation panels, recruitment events for school programs)

- consulting, appraisal, and program evaluation of artistic work or cultural programming

4. Inclusive Excellence

In the spirit of our Charter, inclusive excellence at Arizona State University is a commitment to all ethnic, intellectual, socioeconomic and cultural backgrounds; accounting for the deepest possible grasp of various perspectives and identities; and building upon our promise to measure ourselves by whom we include and how they succeed. Under the guidance of the Provost, a dedicated team stewards this commitment through collaborative work within a dynamic enterprise-wide ecosystem focused on inclusive excellence.

5. Limitations

The above definitions (teaching; research and creative activity; service; inclusive excellence) are understood to apply to individual faculty members within the School of Art only insofar as the conditions of their employment include teaching, research and creative activity and service responsibilities.

V. IMPACT

Candidates for tenure and promotion are required to demonstrate impact within Teaching and Instructional Activity, Research and Creative Activity, and Service. Activities are evaluated for impact in context to the faculty member's overall record, with emphasis given to recent activities that transpired after the candidate's date of hire at ASU for their promotion to tenure, demonstrate a consistent and sustained agenda, and exhibit an upward inflection in productivity and visibility. Within the School of Art, impact is not determined by exclusivity or prestige but by a scholar's capacity to operationalize and advance the ASU Charter. Prestige is not at the top of a structured hierarchy of power, but that which represents the integrity of one's intentions in relation to one's actions engaging in a manner consistent with their experiences and values. Certain activities may have different prospects for impact due to variables outside of the faculty member's control.

1. Teaching Impact

The following guidelines have been provided to assist in determining the impact of the candidate's teaching.

a. Quality and relevance is demonstrated by:

- teaching a range of courses, such as undergraduate and graduate, and online and in-person
- developing curricula that address current issues and practices
- implementing new and innovative pedagogical methods and technologies
- providing students professional mentorship

b. Engagement is demonstrated by:

- participating in student academic committees
- collaborating on research with students
- engaging in pedagogical activities that foster inclusion and community
- promoting learning and generative dialog
- providing student mentorship that extends beyond the classroom

c. Visibility and prestige is demonstrated by:

- achieving recognitions that garner national or international exposure
- leading or participating in activities with a broad circulation or reach of audience
- engaging in activities with historical significance, longevity, reputation, status, and rank within the field
- participating in invitational or competitive activities with a peer-reviewed selection process and low rate of acceptance

2. Research Impact

The university criteria for promotion are given in ACD 506-05. The purpose of promotion is to recognize and reward accomplishment. Promotion is awarded on the basis of proven excellence. The following guidelines have been provided to assist in determining the relative value and impact of the candidate's research activities, including, but not limited to, the following:

a. Quality and relevance is demonstrated by:

- developing a high-level of form, technique and idea
- contributing to advancing their field of research
- acquiring prominent citations, reviews, reproductions and other recognitions

b. Engagement is demonstrated by:

- participating in research activities within a range of platforms relative to the expectations of the candidate's area of expertise

c. Visibility and prestige is demonstrated by:

- achieving recognitions that garner national or international exposure
- leading or participating in activities with a broad circulation or reach of audience
- engaging in activities with historical significance, longevity, reputation, status, and rank within the field
- participating in invitational or competitive activities with a peer-reviewed selection process and low rate of acceptance

3. Service Impact

The following guidelines have been provided to assist in determining the relative value and impact of the candidate's service activities, including, but not limited to, the following:

a. Quality and relevance is demonstrated by:

- participating in activities that require the candidate's expertise
- engaging in activities that involve analysis, evaluation and recommendations
- engaging in activities that advance initiatives
- engaging in activities that facilitate complex operations
- engaging in activities that result in sustainable solutions

b. Engagement is demonstrated by:

- participating in activities within a range of platforms (institution, profession, community)
- serving in a range of roles (member, chair, moderator)

c. Visibility and prestige is demonstrated by:

- achieving recognitions that garner national or international exposure
- leading or participating in activities with a broad circulation or reach of audience
- engaging in activities with historical significance, longevity, reputation, status, and rank within the field
- participating in invitational or competitive activities with a peer-reviewed selection process and low rate of acceptance

VI. EVIDENCE

Within the School of Art, candidates for tenure and promotion provide a full and comprehensive CV, a personal statement, four publications/creative materials, three examples of teaching and instructional activity and supplemental materials for review that demonstrate a record of sustained growth and impact in research, teaching, and service. The selection of material evidence should be intentional and informative. Evidence should reflect excellence, impact and significance in the field, and citation information should be included as applicable. A faculty member's mere involvement in an activity is not necessarily synonymous with significant impact. Therefore, the faculty member must provide information addressing the degree of their involvement.

1. Teaching Evidence

In addition to the Summary of Student Evaluations, as required by ABOR policy and provided by the unit, candidates for tenure and promotion are required to submit a minimum of two examples of teaching for review. Options include, but are not limited to, the following:

- a. teaching Philosophy
- b. teaching awards nominations, honors and recognitions for outstanding teaching
- c. peer reviews of your teaching gathered throughout your probationary period
- d. peer feedback indicating that your course successfully prepared students for subsequent courses
- e. unsolicited student letters addressing the quality or impact of your teaching
- f. documentation of student dissertations, theses and honor thesis for students you supervised
- g. documentation of student portfolios or other documentation of your student assignments or projects
- h. documentation of innovative teaching and pedagogical practices
- i. documentation of co-authorship of articles and presentations with students, particularly when those students present papers, etc., themselves based on the work they did with you
- j. documentation of positive data from learning outcome measurements for the courses you have taught
- k. evidence that your undergraduate and graduate students finished their degrees in a timely fashion
- l. evidence that your students moved on to graduate study or employment.
- m. evidence of students obtaining professional licensure due to your coursework

2. Research Evidence

Candidates for tenure and promotion are required to submit four pieces of evidence of their scholarly/creative professional endeavors for review. Examples of research may include the following (list is not ranked and is not exclusive):

- a.** documentation of a single work (e.g., film, public work, book)
- b.** documentation of a cohesive body of work in a series, under a single theme, genre or style, or produced utilizing the same process (e.g., series of paintings from a solo exhibition, designs from a line of fashion)
- c.** documentation of correlating elements, including unique facets of the development process or phases of research production (e.g., conducting workshops or discussions, preparatory plans)
- d.** documentation of collaborative research, scholarship, and/or creative activities should include clarification and identification about the candidate's role in the collaborative efforts (e.g., letters submitted by collaborators to the applicant and/or unit administrator, defining each participant's contribution to a particular project)

3. Service Evidence

Candidates for tenure and promotion have the option to submit examples of service for review within their Supporting Materials. Selected examples should demonstrate the candidate's role, contribution, and impact on the professional, academic or community organization, and include citation information as applicable. Examples of service may include the following (list is not ranked and is not exclusive).

- a.** awards nominations, honors and other recognitions for outstanding service
- b.** documentation of membership on a jury, adjudication or accreditation panel
- c.** documentation of moderating professional or academic meetings
- d.** documentation of membership on a committee, task force, or board
- e.** documentation of service as an administrator, consultant, advisor, reference or officer
- f.** documentation of the coordination of service projects or initiatives
- g.** documentation of participation in retention activities or recruitment efforts