



College	Health Solutions
Unit	Health Solutions
Document	Promotion Criteria for Tenure Faculty

Unit and college approval

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COLLEGE OF HEALTH SOLUTIONS ARIZONA STATE UNIVERSITY

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CRITERIA FOR EVALUATING TEACHING, RESEARCH, AND SCHOLARSHIP FOR TENURE TRACK FACULTY

OVERVIEW

The College of Health Solutions (CHS) values research, teaching, and service that make impactful contributions to the health and well-being of society, in Arizona, nationally, and globally. The faculty expertise across CHS facilitates meaningful impact across the spectrum of basic to applied research; and the structure of the College is designed intentionally to promote transdisciplinary, translational, and collaborative team science efforts that can rise to the challenge of solving complex societal health issues at scale. To contribute to the college's vision, CHS faculty bring expertise from areas including behavioral science, biomedical informatics, kinesiology and exercise science, health care economics, nutrition, population health and speech and hearing. Thus, the evaluation of dossiers for the consideration of tenure and promotion requires explicit acknowledgement of the variety of research that will be produced by our faculty.

CHS expects demonstration of excellence and superior attainment within the context of individual faculty's area of expertise and appointment responsibilities in teaching, research and service. Accordingly, faculty with a joint appointment with CHS as their tenure home are evaluated by the CHS criteria considering their appointment responsibilities.

Inclusive Excellence

CHS expects faculty to engage in efforts (research, teaching, and/or service) that advances ASU's charter of inclusion by producing work that addresses the concerns of the communities it serves, includes various perspectives, supports students from underrepresented backgrounds, and/or aligns with larger initiatives within CHS or ASU. Academic contributions of faculty members in research, teaching, and service or outreach that promote inclusive excellence are valued in the consideration for promotion and tenure, and should be recognized, evaluated, and credited in the academic personnel process along with other achievements. Example efforts include research in a faculty member's area of expertise that involves inequalities or barriers for inclusion of underrepresented groups and associated health disparities; developing curriculum that prepares students to critically interrogate and engage with a global, multicultural, and rapidly changing world; and service that contributes to successes of all students such as mentoring in research projects or helping students adapt to college. Candidates for promotion and tenure are encouraged to include specific descriptions of their contributions and impact on inclusive excellence throughout their application portfolio.

Teaching

The success of the teaching mission of our college relies on classroom teaching and mentoring of students at all levels. Classroom teaching is evaluated using student and peer evaluations, efforts related to curriculum development and enhancement, and leadership in development of teaching programs. Direct mentoring of undergraduate and graduate students as well as postdoctoral fellows

is an important component of teaching at CHS and faculty at all levels are highly encouraged to engage in student mentoring.

Research

CHS expects excellence in research and a productive and independent program of research from all its faculty. Research is evaluated using both qualitative and quantitative standards within the context of the candidate's field of research. Consistent with the mission of the college, collaborative, multidisciplinary investigation, based in the tenets of team science is encouraged. However, faculty members are expected to provide significant intellectual contribution based on their area of expertise, with leadership expectations at higher ranks.

Criteria for assessment of the quality of research will take into consideration the venues where research is published, assessments of the peers in the research community, successful competition for extramural research funding, and invitation to present research at other institutions and professional meetings. With regard to quantitative assessment, it is expected that there will be variation based on the candidate's area of research. However, the rate of publication for an applicant should compare favorably with the rate of publication among faculty in similar fields at ASU peer institutions (e.g., AAU member institutions).

The following definitions are used for operationalizing criteria for success in research:

1. An ***independent research program*** refers to a line of scientific inquiry that has matured beyond the work conducted as a doctoral and/or postdoctoral scholar. ***Independence*** is evidenced by the distinct and identifiable contributions of the individual to team research, in addition to the more traditional indicators of leadership in authorship and research grants. It is incumbent upon the candidate seeking tenure and/or promotion to articulate their evidence of independence.
2. The terms ***high-influence*** and ***impact*** refer to peer-review journals that are widely recognized within a discipline to publish impactful research. It is expected that high-influence will most often coincide with quantitative metrics (for example: journal acceptance rates, impact factors, citation numbers, h-index, longevity of influence, external peer reviews of disseminated work, and documented influence on the field). Peer reviewed books may also signal ***high-influence*** and ***impact***, and supporting metrics include prominence of the academic press or publishing house, strong reviews in highly regarded journals in the field, and awards. Patents, licensing, and commercialization of products are also indicators of high-influence and impact. It is incumbent upon the candidate seeking tenure and/or promotion to accurately characterize the status of the journals and presses in which they publish, and the translation products they facilitate, to provide strong evidence to support ***impact*** in their field.
3. ***Lead authorship*** is defined as the person who is responsible for the central execution of the project. The lead author is generally either the first, last, or corresponding author. A ***coauthor*** performs a role in the project that merits authorship. Generally routine technical services, referring patients or participants for a study, providing a valuable reagent, assisting with data collection and assembly, or reviewing a completed manuscript are not contributions deserving authorship. The candidate seeking tenure and/or promotion must clearly articulate their role in authorship.

4. Since a full range of expertise and skills are required to conduct effective clinical and translational research, CHS encourages faculty to engage in **team science**. The intellectual contribution of a **team scientist** may be integral to the scientific findings, but the team scientist may not consistently be the lead author on resulting publications. It is paramount for a team scientist to clearly articulate their contributions to the overall success and impact of collaborative research, specifically elaborating on their intellectual leadership where applicable and how the partnership enhances their scholarship agenda. CHS is committed to acknowledging the professional accomplishments of all contributors to a team effort.
5. To conduct impactful research, faculty at CHS require funding beyond the resources that the college / ASU can provide. CHS encourages faculty to garner **extramural funding** from federal, state, and local agencies, and private companies and/or foundations. It is understood that these funding opportunities, both in terms of source and size vary across disciplines. The source of funding and size of the grant should fit the needs of a successful research program as measured by its impact on the field (publications and presentations), student trainees, and support for team science. Evidence of including funding for graduate students in applications for funding that are large enough to accommodate this expense is an expectation. While growth towards leadership in extramurally funded research is expected as CHS faculty move up the rank, it is recognized that in some fields (for e.g. Biostatistics), leading independent projects as PI or Multi-PI may not be necessary to make significant impact.

Service

All faculty have service responsibilities which can be met in different ways and can take different forms depending on faculty ranks; with more leadership and prominent roles at the national or international levels expected at senior ranks. Service to the institution can include active participation in the affairs of the school, college, and university system, including membership to various committees, organization of conferences and events, mentoring activities, active participation in creation and management of programs, Service to the profession can include activities supporting government and non-profit organizations, professional groups, mentoring outside the university.

CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

ACD 506–05: Promotion to associate professor requires an overall record of excellence and the promise of continued excellence. The candidate must have achieved excellence in teaching and instructional activities as well as in research, scholarship and/or creative activities. Service must at least be “satisfactory” or “effective.”

Promotion to Associate Professor is based on excellent research accomplishments, strong teaching and satisfactory service activities. The candidate's performance should reflect independent and productive scholarly activity appropriate to the candidate's field. A reputation for excellence among peers at CHS and at ASU peer institutions should be emerging. Maintained or increased dedication to supporting greater inclusive excellence is encouraged in the candidate's efforts

Research:

Criteria for promotion to associate professor with tenure include a major emphasis on excellence in research accomplishments, and it is imperative that the candidate has made contributions that have impacted their field. Candidate should provide evidence of

1. A strong trajectory of scholarship; both quality and quantity will be assessed. While quality is more important than quantity, the quantity must be sufficient to show a significant level of scholarly productivity. This assessment is made by a review of the candidate's peer reviewed publications and/or books, invited published commentaries or perspectives, invited conference presentations, and any patents or research-related awards. Assessment is based on external reviews and comparison with faculty in similar ranks and from similar fields at ASU peer institutions.
2. An assessment of the impact of the candidate's work which can be based on h-index, providing the number of citations, providing the number of times manuscripts have been viewed online, or citing the publication's impact factor. It is important for candidates to take a leading role, reflected by being first author/corresponding author/senior author (or co-first author/co-senior author), on publication of peer-reviewed articles. Peer reviewed books can be assessed by the prominence of the academic press or publishing house, strong reviews in highly regarded journals in the field, and awards.
3. A record of extramural funding is necessary for promotion to associate professor with tenure. The level of research funding should be commensurate with the area of the candidate's research and adequate to support scholarly activities of the candidate and to provide support for graduate students in their lab. Evidence of including funding for graduate students in applications for funding that are large enough to accommodate this expense is an expectation. Success in grantsmanship is a key consideration in determining whether a faculty member is making progress towards achieving distinction in research at a national level. While serving a Co-PI/Co-I on externally funded projects is a minimum expectation, it is expected that the candidate for promotion and tenure within most fields at CHS will start leading projects as PI or Multi-PI (internally or externally funded).
4. CHS supports interdisciplinary and collaborative scholarship, and assistant professors are encouraged to pursue their scholarly interests in collaboration with other scientists both at ASU and elsewhere in academia, industry, and/or community. However, it is expected that the candidate's contribution should be original and significant. It is imperative that the candidate describe their role and contributions, both as leader and co-investigator, in collaborative projects.

Teaching:

The candidate seeking tenure and/or promotion is to provide the following items in their dossier. It is incumbent upon the candidate to accurately characterize and defend their teaching documentation.

1. Evidence of a strong teaching record. Teaching quality is assessed based on a number of factors. Reliable evidence can come from course critiques (conducted by the CHS Instructional Support team), demonstration of students' learning achievements, utilization of novel teaching methods, inspection of syllabi and class materials, student ratings from classes taught, and teaching awards and honors. Courses taught should be identified as elective or required, and degree of difficulty should be identified. As with other assessments, no single factor is sufficient, and the assessment involves an analysis of multiple factors, as appropriate.
2. Documentation of mentoring experience for undergraduate and graduate students (masters or PhD) as committee chairs or committee members. It is expected that the applicant demonstrates a combination of mentorship of students, trainees, interns and fellows in

clinical, research, and/or community settings and the supervision (and successful completion) of theses and dissertations.

3. Other materials can include educational scholarship (e.g., scholarly articles/chapters on pedagogy, contributions to training grants, peer reviewed or invited presentations on teaching approaches, new course content/design, etc.).

Service:

The candidate should have established a satisfactory record of service, including:

1. Service in governance at the college level.
2. Active participation in activities associated with student successes and retention demonstrate commitment to the mission of the College.
3. Active engagement with professional services. These include reviewing activities for journals and various federal, state, and private grant agencies, service on review panels, or service to professional societies, membership activities in private or public organizations associated with a candidate's field.
4. Community engagement through research and teaching is an additional indicator of committed service effort if relevant to a candidate's field of specialization.

CRITERIA FOR PROMOTION TO FULL PROFESSOR

ACD 506–05: Promotion to full professor must be based on an overall record of excellence in the performance of responsibilities. The candidate must also demonstrate continued effectiveness in teaching, research, scholarship and/or creative activities, and service since the promotion to associate professor and evidence of contributions at a level beyond that reflected in the promotion decision to associate professor. Generally, an overall record of excellence requires national and/or international recognition for scholarly and/or creative achievement.

The criterion for promotion to full professor is excellent productivity and leadership in research, teaching, and service. Successful candidates are recognized as authorities in their fields of specialization by external colleagues and valued for their intramural contributions as faculty members. The complete body of work post-tenure will be examined to evaluate whether the candidate has consistently produced high quality research, teaching, and service at an accelerated trajectory since tenure. Documentation of types of recognition received will vary by discipline. A reputation for excellence at the national level should be evident. Dedication to supporting greater inclusive excellence is highly encouraged for promotion to full professor.

While the time required by different faculty members to attain the expected level of achievements for promotion to full professor will vary, typically candidates applying for full professor have been at the rank of Associate Professor for at least four to five years. Promotion to full at an earlier time will be considered when there is clear evidence of the candidate's superior achievement and an exceptional record of accomplishments.

Research:

The candidate for full professor should show evidence of:

1. A substantial body of original research with meaningful impact, with significant contributions occurring since promotion to Associate Professor.
2. Significant and accelerated rate of publications in high impact peer reviewed journals, books, invited commentaries, patents or other appropriate venues for the field. In general, quality is more important than quantity, although the quantity must be sufficient to show a significant and sustained upward scholarly productivity since tenure. It is important for candidates to take a leading role, reflected by being first author/corresponding author/senior author, on publication of peer-reviewed articles.
3. An assessment of the impact of the candidate's work can be based on indices like the h-index, citation of the candidate's research in governmental reports, clinical guidelines, and authoritative reviews. Further evidence can include number of citations, number of times manuscripts have been viewed online, or citing the publication's impact factor. Peer reviewed books can be assessed by the prominence of the academic press or publishing house, strong reviews in highly regarded journals in the field, and awards. Patents, licensing, and commercialization of products are also indicators of high-influence and impact.
4. Active and sustained funding, since tenure, from federal, state, local, foundation and/or industry sources as PI or Multi-PI is a key indicator of scholarly leadership for most CHS disciplines. The level of research funding should be commensurate with the area of the candidate's research and to support the scholarly activities of the candidate's research team, including students and postdoctoral fellows. Evidence of including funding for graduate students in applications for funding that are large enough to accommodate this expense is an expectation. A record of multiple-year funding and adequate grant funds at the time of application to enable the continuation of their research program is a strong indicator of the candidate's scholarship.
5. Interdisciplinary and collaborative scholarship, with other scientists both at ASU and elsewhere in academia, industry, and/or community. However, it is expected that the candidate's contribution should be original and significant and faculty applying for promotion to full are expected to provide intellectual leadership based on their area of expertise for an established, funded, program of creative and independent research.
6. Having achieved recognition as an authoritative figure in their field of specialization by external colleagues at ASU peer institutions. This recognition at a national or international level can be evidenced by editorial roles in high impact journals, invited presentations at prestigious conferences and universities, research related awards, fellowship status in professional organizations, election to leadership positions in national and international professional organizations.

Teaching:

The candidate for promotion to full professor should show evidence of:

1. Excellence in teaching based on an analysis of multiple factors, as appropriate, including peer assessments, demonstration of students' learning achievements, utilization of novel teaching methods, inspection of syllabi and class materials, student ratings from classes taught, and teaching awards and honors. Courses taught should be identified as elective or required, and degree of difficulty should be identified. As with other assessments, no single factor is sufficient, and the assessment involves an analysis of multiple factors, as appropriate.

2. Effective mentoring of graduate students (masters and PhD) or postdoctoral fellows as committee chairs. It is expected that the applicant demonstrates a combination of mentorship of students, trainees, interns and fellows in clinical, research, and/or community settings and the supervision (and successful completion) of theses and dissertations.
3. Other materials can include educational scholarship (e.g., scholarly articles/chapters on pedagogy, contributions to training grants, peer reviewed or invited presentations on teaching approaches, new course content/design, etc.).

Service:

Candidates for full professor should show evidence of:

1. Leadership in service and in governance at the college and university levels.
2. Successful mentoring activities for junior faculty.
3. Active participation in activities associated with student successes and retention demonstrate commitment to the mission of the College.
4. Leadership in professional services. These include editorial roles and reviewing activities for journals and various federal, state, and private grant agencies, service on review panels, or service to professional societies (as, e.g., officers or organizers of meetings, or journal editorships), or scientific board membership activities to private or public entities on a regular basis. Leadership roles in one or more professional activities are expected.
5. Leadership roles in community engagement through research and teaching is an additional indicator of committed service effort if relevant to a candidate's field of specialization.