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Document	Evaluative Criteria for Tenure and/or Promotion

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CRITERIA AND GUIDELINES FOR TENURE AND/OR PROMOTION IN THE HUGH DOWNS SCHOOL OF HUMAN COMMUNICATION

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The decision about tenure and/or promotion is one of the most important decisions that we make. For candidates for associate professor, it is a decision that combines an assessment of the record to date and a projection of a career into the future. For candidates for full professor, it is an assessment of the candidate's achievements and standing in the field, with extra consideration of the record following promotion to associate professor. All candidates for promotion will be evaluated in terms of research, teaching, and service.

RESEARCH

The research record will be evaluated in terms of **quantity, quality, impact, and trajectory**. As a premier research university, our expectations regarding the independent scholarly record of our faculty are high. Moreover, in the Hugh Downs School of Human Communication (HDSHC), we recognize and value various types of scholarship, including research aligned with Arizona State University's (ASU) charter and goals regarding interdisciplinary, socially-embedded research, and global impact. There is no single set of specific criteria that can be used to make these evaluations, as the possible combinations of quantity, quality, impact, and trajectory are innumerable. However, successful candidates will have strong evidence of excellence in research as described in this document. In addition, external reviewers will be asked to evaluate the research record on the criteria of quality, impact, and trajectory and their evaluations will be considered evidence.

QUANTITY/SCOPE OF MATERIALS REVIEWED

For promotion to associate professor with tenure, one of the following is required to reach the minimum quantity of work necessary to evaluate quality, impact, and trajectory; however, meeting this minimum does not guarantee tenure or promotion. Rather, this minimum provides enough material to judge aspects of impact and trajectory:

- 12 competitive peer-reviewed publications or creative activities (or combination of these, as defined below)
- A book published by a university press or an equivalent (in terms of reputation) academic press, plus at least 8 competitive peer-reviewed publications or creative activities (or combination of peer-reviewed publications and creative activities, as defined below).

For promotion to full professor, the entire record is considered but emphasis is placed on what has been accomplished since promotion to associate professor. Candidates for the rank of full professor should have a continued record of publication and/or creative activities (as defined below) as well as evidence of scholarly excellence beyond what was required for promotion to associate professor. Such evidence could include a book, external grant activity,

nationally/internationally acclaimed creative activities, or being the recipient of a prestigious career-level research and/or book/article award given by a professional academic organization. Note that external grant activity is not required for promotion to full; a candidate for full professor can show evidence of excellence through other avenues, such as a book or research awards.

To count toward the minimums described above, publications must be in journals affiliated with national or international scholarly societies or in communication or interdisciplinary journals with a reputation for quality (e.g., impact factors/cite scores, flagship journals, etc.). Creative activities must be performed and formally reviewed at the national or international level (e.g., by the National Communication Association's Performance Studies National Review Board). Beyond these minimums, when evaluating the research record, any of the following impact the quantity of a scholar's research record:

- Additional peer-reviewed publications/creative activities that meet the above requirements.
- Books.
- Book chapters.
- White papers.
- Funded grants.
- Grant-seeking activities.
- Creative activities performed or reviewed at regional or local levels.
- Encyclopedia entries.
- Conference papers.
- Conference proceedings.
- Podcasts or other multimedia productions connected to scholarship.
- Participation in performance festivals and/or tours.
- Policy reports.
- Open source and open access publications.
- Book reviews.
- Fiction publications in professional/scholarly outlets.

CRITERIA FOR EVALUATING EXCELLENCE

Degree of excellence will be evaluated based on the criteria of quality, impact, and trajectory. Below we list various indicators of quality, impact, and trajectory that can be considered when evaluating the record. Although these indicators can all be part of the record, we underscore that excellence is not determined by counting the number of indicators, but rather by evaluating how various indicators come together to reflect upon the overall quality, impact, and trajectory of the candidate's research program. As noted later in this document, some indicators should be weighed more heavily than others in making this determination.

Quality

The HDSHC recognizes that verifiable indicators of quality vary based on a candidate's area of research specialization. Therefore, candidates will differ regarding which indicators are most applicable to their research. Quality can be indicated by various factors, including the quality of publication outlets and the degree to which a scholar is developing (for associate professor) or has established (for full professor) a national or international reputation for quality research. Indicators of quality include, but are not limited to, the following:

- Receiving conference paper/article/creative activity awards.
- Receiving career-level research awards from professional associations (e.g., early career, mid-career, distinguished scholar).
- Publishing in outlets with a reputation for quality (e.g., flagship journals).
- Publishing in journals with low acceptance rates.
- Publishing in journals with high impact factors/cite scores and rankings.
- Presenting creative activities in venues with a reputation for quality and prestige.
- Receiving funding for research and/or creative activity.
- Receiving external fellowships or professorships.
- Being invited to give visiting lectures, keynote addresses, presentations, and/or sponsored travel/consulting/invitations.
- Receiving positive published reviews of books or creative activities.

Impact

The HDSHC and ASU value research that has verifiable impact. Impact can occur at different levels, including having an impact in one's own field, across fields, or in local or global communities. Candidates are not expected to have impact across all these levels but should have demonstrable impact in multiple levels appropriate to their research program. Indicators of impact include, but are not limited to, the following:

- Number of citations, h-index, and/or i10-index appropriate for a scholar at the candidate's rank in their area of specialization.
- Book sales (e.g., textbooks that are widely adopted within either a large or small market depending on topic; scholarly books used in graduate programs).
- Use of candidate's measures/methods/theory by other scholars.
- Interviews and/or coverage of research by media outlets.
- Candidate contributions to an academic forum or conversation on academic issues.
- Research that has pushed the boundaries of an area, including pioneering research.
- Development of research-based interventions.
- Scientific outreach based on research (e.g., articles for *The Conversation*, *Psychology Today*, and other popular science magazines).

- Research involving international collaborations and/or international research populations.
- Collaborations with non-governmental organizations.
- Speaker invitations (e.g., government, NGO's, conferences, global universities, etc.).
- Research and creative activity that has significant influence in the field of human communication (as demonstrated by human communication conference papers and publications).
- Interdisciplinary research (e.g., research and creative activity is published and cited beyond the human communication discipline; co-authoring publications with scholars from other fields).
- Research that exemplifies inclusive excellence.
- Research has public value and practical implications (e.g., contributing to community resources, creating brochures based on research, popular science communication, collaborations with non-profits/governments).

Trajectory

Assessing trajectory involves making a judgment regarding a scholar's potential and future impact as a researcher. Successful candidates for promotion are evaluated as having a positive trajectory as a scholar. This includes the ability to produce and maintain an independent program of research. Having the ability to be a research mentor for graduate students (as a candidate for associate professor) and having a track record of publishing with graduate students and junior faculty (as a candidate for full professor) is also valued. Scholars whose research is rated highly in quality and impact (through the indicators listed above) are also more likely to be able to build on and extend their research in the future. Indicators of a positive trajectory include, but are not limited to, the following:

- Having a consistent, cohesive, programmatic, and sustained line of research.
- Demonstrating independence and leadership in research (e.g., independence from graduate mentors and other senior scholars, first- and solo-authorships, leading projects with graduate students or other faculty).
- Coauthoring with undergraduate or graduate students in the HDSHC.
- Having a book contract or in press article.
- Being invited to contribute chapters to scholarly books or other academic work.

CONCLUSION

While the above can indicate quality, impact, or trajectory, not all indicators should be viewed equally. Some indicators provide stronger evidence of excellence than others, and this should be taken into consideration when evaluating the record. For example, peer-reviewed publications/performances are stronger indicators than non-peer reviewed publications

/performances; career-level awards are stronger indicators than conference paper awards; external funding is a stronger indicator than internal funding, and so forth.

The above indicators provide candidates with guidelines about what to include in their curriculum vita. Candidates will also be required to provide examples of publications and/or creative activities for evaluation. For candidates in the creative and performing arts, promotion portfolios should reflect the faculty member's creative work—including juried exhibits, performances, and reviews thereof. A candidate's personal statement should provide a narrative about how they believe their work fits the criteria of quantity, quality, impact, and trajectory, as discussed above.

TEACHING

Excellence in teaching is expected. Given that some teaching activities and accomplishments are more labor intensive or prestigious than others, it is up to each candidate to contextualize their teaching activities and accomplishments in their vita or personal statement. It is the responsibility of the candidate to clearly articulate how all work represented in the teaching portfolio contributes to their scholarly agenda. Evidence that supports the positive evaluation of teaching include, but are not limited to, the following:

- Positive peer evaluation from faculty above rank (by class visitation or other mechanisms, and including a review of the course syllabus, assignments, readings, etc.). **Note:** The school generally expects faculty to obtain at least two peer evaluations for course sections taught at ASU within the two years immediately preceding applications for tenure and/or promotion.
- Teaching awards.
- Curriculum development and development and assessment of programs (e.g., courses emphases, certificates, concentrations, etc.).
- Courses taught that meet the needs of the school and students (i.e., undergraduate/graduate, immersion/online, required/elective, upper division/lower division, large/small, etc.).
- Student evaluations of teaching that suggest strong pedagogical practices. **Note:** The school generally expects student evaluations of teaching for at least six course sections taught at ASU before applying for tenure and/or promotion.
- Formal advising of graduate students and service on committees of students advised by other faculty.
- Formal advising of undergraduate honors theses and service on undergraduate honors theses advised by other faculty.
- Supervising undergraduate honors enrichment contracts.
- Teaching or writing about pedagogical methods.
- The development /authorship of instructional materials (i.e., assignments, test banks, PowerPoint, etc.) for textbooks.

- Serving on teaching and pedagogy committees at the school, college, university, or disciplinary level.
- Professional development regarding effective instructional design.
- Written statements that may have come from the director or others concerning the willingness to teach, rapport with students, important contributions to curriculum development, or other related matters.

The school values consistency with ASU’s charter and innovation in teaching and learning—and these two factors should be evidenced in the above. Evidence regarding the following should also be provided in the candidate’s vita or personal statement:

- *Consistency with ASU charter* may be demonstrated through (1) reading lists, assignments, lessons, and materials developed through the inclusion of a range of perspectives and accessible to a wide range of learners; (2) course/curriculum development in areas that have public value to various economic, social, and cultural communities; (3) professional development or leadership that promotes inclusive excellence in terms of scholars or scholarship; (4) recruiting and mentoring students with a concern for inclusive excellence; etc.
- *Innovation in teaching and learning* may be demonstrated through (1) developing new curriculum or updating existing courses; (2) incorporating new technologies in the classroom; (3) incorporating novel formats that go beyond the standard/typical academic format; (4) contributing to publications and conversations about new pedagogical practices; etc. Taking leadership roles through activities such as developing and updating curriculum, acting as a course coordinator, or supervising teaching assistants in a seminar is especially important for candidates moving from the associate to full professor rank.

PROFESSIONAL SERVICE

In general, the category labeled “professional service” refers broadly to service within the school, college, or university, within the profession, and within the community at large. A comprehensive listing of all professional service activities must be included on the candidate’s curriculum vitae. In addition, letters or testimonies documenting the impact of service may be included in the portfolio. Given that some service activities are more labor intensive than others, it is up to each candidate to contextualize their service activities in their vita or personal statement. While extensive service is not required for promotion from assistant to associate professor, the HDSHC expects candidates for the rank of associate professor to have engaged in service activities that demonstrate their willingness to contribute to the collegial functioning of the school and be involved in the communication discipline. Candidates for the rank of full professor are expected to have held leadership positions in the school, college, university, or the communication discipline.

Examples of service to the school, college, or university may include, but are not limited to, the following:

- Chairing and serving on school, college, or university committees.
- Robust participation, active contribution, and/or leadership in school, college, and university community activities (e.g., faculty meetings, colloquium, welcome weekend, orientation activities, annual awards ceremony, graduate faculty of communication meetings, homecoming, Open Door, research collaboratives, etc.).
- Writing letters of recommendation / nomination for colleagues and students for awards, scholarships, admission, employment, etc.
- Leadership roles in research collaboratives, initiatives, assessment committees, and their equivalents.
- Activities that build connection, inclusion, and mutual respect, and in doing so, assume fundamental responsibility for the social and cultural health of the school community.
- Philanthropic and alumni relations or other fundraising activities.

Examples of service to the profession may include, but are not limited to, the following:

- Serving as an officer for regional, national, or international academic associations.
- Editorship of academic professional outlets.
- Activities that foster engagement and collaboration with external academic stakeholders or organizations.
- Serving on editorial board or as reviewer for academic books, journal articles, performances, conference papers, grants, etc.
- Serving as an external reviewer for promotion and tenure cases, other programs, etc.

Examples of service to the community may include, but are not limited to, the following: (**Note:** Community service, for the purposes of promotion, should relate in important ways to a candidate's area of expertise or the ASU Charter):

- Media contributions.
- Activities that foster engagement and collaboration with external non-academic stakeholders or organizations.
- Volunteer work or pro-bono consulting with non-academic stakeholders.
- Leading or serving on community boards.
- Translating academic research to the general public.