



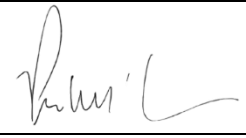
ARIZONA STATE UNIVERSITY

<b>College/ Independent Unit</b>	New College of Interdisciplinary Arts and Sciences
<b>Academic Unit/ Department, if any**</b>	School of Interdisciplinary Forensics
<b>Choose document type</b> (bylaws or criteria Document?): T/TE Promotion Bylaws	
<b>If bylaws, does it include criteria for promotion/continuing status/tenure?</b> Yes	
<b>Please concisely list the ranks included in the criteria (if relevant).</b> Assistant, Associate, Full Professor	

**Unit and college approval**

<b>Date of approval by the faculty and/or academic professionals</b>	2/2/2026
<b>Date of review by the dean (or lead of independent unit)*</b>	2/5/2026

**Provost office approval**

	Patricia Friedrich	February 9, 2026
<b>Signature</b>	<b>Name</b>	<b>Date</b>

\*Per ACD111-02, all colleges and academic units must have bylaws, approved by a majority of the unit faculty. With the consent of all college deans to which a unit reports, the faculty of the unit may choose to utilize the college’s bylaws as their unit bylaws.

\*\*Academic units are usually departments and schools, not research centers or programs. Academic units, in this context, have criteria for promotion which were approved by its faculty and/or academic professionals.

**PROMOTION AND TENURE OF  
TENURED AND TENURE-ELIGIBLE FACULTY BYLAWS OF THE  
SCHOOL OF INTERDISCIPLINARY FORENSICS**

**New College of Interdisciplinary Arts and Sciences**

**Arizona State University**

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## I. Introduction

### A. Purpose

The purpose of promotion and tenure reviews in SIF is to ensure a fair and impartial process for the review and evaluation of each candidate. A candidate is promoted, granted tenure, or retained beyond the third-year review on the basis of excellent performance and the promise of continued excellence in research, teaching, and service. Performance is evaluated according to a candidate's workload distribution. This policy provides standards by which tenured and tenure-eligible faculty will be evaluated with regard to personnel actions, including during probationary review, promotion to associate professor with tenure, and promotion to professor.

The performance of each candidate under consideration for promotion, tenure, or retention is reviewed by a three-member Peer Review Committee, appointed by the School Director. The School Director may not serve on the Committee. Peer Review Committee members must be tenured ASU faculty whose rank is at least equal to the rank sought by the candidate. The Peer Review Committee consists of at least one senior faculty member in the candidate's area (e.g., anthropology, chemistry, psychology and law), another faculty member also in the candidate's area, and a third faculty member who is typically familiar with the candidate's research. Faculty from other units at ASU may serve in any of these capacities if SIF lacks enough faculty to satisfy the requirements of the Peer Review Committee.

### B. Guiding Principles

#### 1. Interdisciplinarity

SIF is interdisciplinary. Its faculty members are educated and trained in a variety of disciplinary backgrounds, traditions, and methods. Accordingly, faculty's scholarly contributions and the types of outlets in which they disseminate their research may vary. However, because SIF is a research-oriented department, research performance typically carries the greatest weight in decisions to promote, grant tenure, or retain a candidate. As written in ACD 506-04, "appointments to tenure are offered to only those scholars whose disciplinary contributions are deemed excellent . . . ."

#### 2. Independence of Annual Review

Reviews associated with promotion, tenure, and retention are entirely separate from annual performance reviews. As written in ACD 506-10,

annual evaluations do not accumulate into tenure, promotion, termination, or release decisions. For probationary faculty, the annual evaluation should not be confused with probationary review. Annual feedback on progress toward tenure for probationary faculty may occur at the same time as the annual performance evaluation, but probationary reviews are prospective and reflect the academic unit's estimate of the candidate's future promise. Thus, the procedures and standards used in annual performance evaluations are different from those used in retention, promotion, and tenure reviews.

Reviews associated with promotion, tenure, and retention of candidates should neither consider nor reference past annual reviews or narratives.

### 3. A Range of Contributions

SIF values basic and applied research in science and technology as applied to legal issues and individuals involved in the legal system. Consistent with ASU's Charter, SIF also values research and scholarship centered on collaborative partnerships, participatory methods, and tangible impacts on the community. Scholarly impact in all such areas is not required; rather, these statements are meant to express that faculty might produce a range of academically rigorous and significant research and scholarship within the broad domains.

### 4. Primary Authorship Norms

In some disciplines represented by SIF, the norm is to list the author who contributed most to a publication as the first author, with each subsequent author making a smaller contribution than the preceding author (i.e., 1st > 2nd > 3rd...). In other disciplines represented by SIF, the norm is to list the author who contributed most to a publication as the last, senior, or corresponding author. This document uses the phrase "primary author" as shorthand to collectively refer to the author who contributed the most to a publication, as designated by either first author status or last/senior/corresponding author status. Candidates should explicitly state their discipline's norm for authorship order in their promotion materials and explain any deviations from that norm for specific publications. For each publication with multiple authors, the candidate's contribution to the publication should be specified.

### 5. Student Authors

Given the value of primary author publications to students, candidates undergoing a review will be viewed as having primary-author status for publications in which a student is listed as the primary author, as long as the candidate appears in the second position of primary authorship (i.e., second or last/senior/corresponding). This principle shall also apply to publications that are not published until after the student has received a terminal degree, provided that a substantial portion of the project was completed prior to the award of that degree.

### 6. Biases

SIF affirms ASU's commitment to inclusive excellence as articulated in the Charter: "to be measured not by whom we exclude, but by whom we include and how they succeed." We are guided by ASU's commitment to inclusive excellence in evaluating candidates' materials. In reviewing such materials, we recognize that candidates come from a wide range of personal, professional, and academic backgrounds. We are committed to evaluating each candidate's contributions within the context of their unique experiences, opportunities, and challenges. This includes acknowledging diverse career paths, forms of scholarship, service commitments, and lived experiences that shape a candidate's work and impact.

## **II. Pre-Tenure Evaluations**

### **A. Progress Toward Tenure**

In accordance with the requirements outlined in ACD 506-03, the School Director will complete an annual assessment of each TE Assistant Professor's progress towards tenure.

## **B. Probationary Review**

### **1. Purpose**

SIF values faculty development and rank progression. Probationary reviews are designed to provide timely evaluations and feedback that will assist faculty members in achieving successful reviews for promotion to Associate Professor with tenure. Reviews associated with the promotion and tenure processes will focus on the evaluation of both past achievement and the promise of continued performance.

Assistant professors in SIF will undergo a probationary review. The probationary review (sometimes referred to as the third-year review, the personnel action for probationary continuation, or, more simply, "continuation") should reflect the academic unit's estimate of the candidate's past accomplishments that may be counted toward tenure, the candidate's future promise, and the candidate's likelihood of achieving a successful tenure review. Procedures for probationary reviews are found in ACD 507-05.

### **2. Timing of Review**

The probationary review typically occurs in the third year but may occur in a subsequent year, depending on whether a candidate received any authorized probationary extensions to the tenure clock.

### **3. Standards for Probationary Reviews**

Probationary reviews are intended to be formative evaluations that assess progress toward meeting the standards for tenure and promotion. Probationary reviews take into consideration the standards for promotion and tenure spanning research, teaching, and service. The probationary review provides constructive feedback on a candidate's strengths and areas for growth to guide the faculty member's continued development and alignment with institutional expectations for a successful promotion and tenure decision.

## **III. Standards for Promotion to Associate Professor with Tenure**

The standards warranting a successful promotion to associate professor with tenure require that a candidate demonstrate a record of excellence during the probationary period at ASU and the promise of continued excellence in research, teaching, and service. Although a candidate's entire portfolio is of relevance in assessing their accomplishments, there must be substantial evidence of continued progress toward excellence since joining the faculty at ASU. Excellence in one category of review cannot substitute for unsatisfactory performance in another category. Whereas the metrics that reflect standards of effective teaching and commendable service are likely to be similar for most faculty (for a given workload distribution), the metrics that reflect excellent performance in research may differ and must be informed by the norms of the academic discipline. There is no single model for what constitutes a record worthy of promotion and tenure, however, the criteria outlined in Part III of this policy serve as general guidelines intended to comply with and supplement ACD 506-04, ACD 506-05, and the procedures provided by the University Provost. The specific criteria listed are intended to describe an individual who is successful in their field at a level that is consistent with the expectations of

ASU and its New College of Interdisciplinary Arts and Sciences (NCIAS), as well as the expectations associated with peer- and aspirational-peer institutions.

## **A. General Principles**

### 1. Overview

The promotion and tenure review process is designed to ensure a fair and impartial process that is clear, unambiguous, comprehensive, and applied consistently and uniformly. This process is typically conducted in the following order: SIF Peer Review Committee, School Director, college personnel committee, college dean, university tenure and promotion committee, provost, and president. Each unit or individual makes an independent recommendation that is informed by previous recommendations. The University President ultimately makes the decision for the award of tenure.

### 2. Timing of Promotion and Tenure Review for Associate Professor with Tenure

Assistant professors in SIF must be evaluated for promotion and tenure no later than the date indicated in the original offer letter or date amended by authorized probationary period extensions to the tenure clock. That is, the promotion and tenure review typically occurs in the sixth year but may occur earlier (if a candidate's record is especially strong and warrants an early tenure review) or later (if a candidate received any authorized extensions to the tenure clock). As stated in ACD 506-04, "If a tenure-eligible faculty member applies for early tenure and the decision is negative, the faculty member remains in probationary status," which means that the candidate may be considered for tenure again under the regular tenure review policy (i.e., ACD 506-04). In rare circumstances, the President may issue a terminal contract to a faculty member who seeks early consideration for tenure if it is determined that the remainder of the probationary period is unlikely to result in a successful outcome.

## **B. Research Excellence**

All SIF faculty members are expected to develop and sustain an ongoing and coherent research program resulting in significant scholarly contributions. A candidate for promotion to Associate Professor with tenure must present a portfolio of scholarly work that is indicative of excellence and progress toward the establishment of a national reputation in their field after the receipt of the doctorate. Evidence of an active research agenda is essential. Indicators of these criteria may vary, but include the following:

### 1. Peer-reviewed Publications

- a. Faculty in SIF are expected to contribute to scientific knowledge through high-quality, programmatic research, resulting in a significant roster of peer-reviewed publications.
- b. Discipline-Appropriate Outlets. Peer-reviewed publications must appear in discipline-appropriate outlets. Depending on the candidate's discipline, these may include well-respected academic journals; highly regarded, refereed conference proceedings; and scholarly books published by university or academic presses.
- c. Types of Research. Research disseminated through such publications may be empirical, theoretical, conceptual, and/or analytical.

- d. Coherence. Publications should evidence a coherent, substantive thread in the candidate's work. Although nothing in this provision shall be construed as limiting a candidate's ability to develop multiple coherent threads, candidates are cautioned that garnering national recognition as a scholar often requires focus on one or two areas, with three areas being the rare exception.
  - e. Authorship. Generally, at least 50% of the candidate's publications should list the candidate as primary author (as defined in section I.B.4 and I.B.5 above). However, if a candidate has a substantial number of total publications, it may be acceptable for fewer than 50% to list the candidate as primary author, provided that the dossier still demonstrates a significant number of primary-authored works reflecting scholarly independence. To demonstrate scholarly independence while acknowledging data-use, collections, or permitting agreement requirements, the dossier should show that a substantial share of the candidate's primary-authored work is conceptually and analytically independent of former advisors or project PIs. Where data-use, collections, or permitting agreements mandate including such individuals as co-authors, the candidate should explain those rules in the narrative.
  - f. Quantity and Quality. Evaluations of a candidate's publications must consider the quantity and quality of the published works. For instance, a body of work published almost exclusively in highly respected outlets within a field of research might result in fewer publications during the probationary period compared to work published in respected but less prestigious venues. However, the elite nature of these venues is likely to lead to a favorable review. In contrast, a body of work published in respected but less prestigious outlets requires more publications for a favorable review. Regardless of the venue, all published work must adhere to standards of sound scientific or scholarly methods.
  - g. Metrics. Because outlet metrics vary across disciplines—and even within specialty areas within a particular field—it is inappropriate to apply the same metrics to all SIF candidates. Accordingly, the candidate is responsible for contextualizing the quality of the outlet(s) and documenting the prestige of each in the field, and the tenured faculty members conducting any personnel review must apply the standards applicable to the candidate's discipline when evaluating where a candidate's research is published. Such contextualization of venues should address whichever of the following are applicable: high impact factors for the specific field or subfield; high journal ranking; competitive acceptance/rejection rates; an esteemed editorial board membership; or similar criteria that indicate the prestige of an outlet.
  - h. Impact. Both highly-cited works and high overall citation counts or metrics (such as, but not limited to h-index, the i10-index, or other suitable indices or measures reported by Web of Science, Scopus, Google Scholar, or a similarly appropriate citation database given the disciplinary specialty of the candidate) have the potential to serve as indicators of scholarly impact.
2. Non-Peer Reviewed Publications.

Non-peer reviewed publications will be taken into consideration as part of the overall portfolio of research activity but typically do not carry as much weight as peer-reviewed publications. These publications may include:

- a. Book chapters in edited volumes produced by a university or other scholarly press;
- b. Law reviews, essays, review articles, or similar works in refereed outlets;
- c. Conference presentations and published abstracts of major professional meetings; and/or
- d. Publicly available reports on research topics, including research reports published in partnership with community agencies or groups.

### 3. Other Forms of Research Dissemination.

Due to the interdisciplinary nature of SIF, it is possible that the dissemination of forensics-related research might occur in ways other than those listed in this section. If that occurs, then the presentation of research results will be evaluated according to the standards of a particular SIF faculty member's disciplinary specialization. In such an event, it is incumbent on the candidate to educate internal and external evaluators as to what those disciplinary standards are and, correspondingly, to "make the case" as to why their work meets those standards.

### 4. External Funding

- a. Although being awarded external research funding is not a requirement for promotion and tenure in SIF, efforts to secure such funding are expected and looked upon favorably, and acquiring external funding greatly strengthens a dossier. A candidate should, therefore, list each external proposal submitted (including their role) and describe the relative scholarly prestige of each external funding source.
- b. The application for external research funding will be evaluated on a case-by-case basis based on the weight of the candidate's contribution, the scholarly prestige of the funding source, and, if applicable, the quality of proposals based on the funding agency's assessments of their merit.
- c. Although the pursuit of external funding is important and securing such funding is highly desirable, the pursuit and acquisition of funding cannot wholly compensate for a dearth of scholarly publications.

### 5. Other Indicators

- a. Award for Scholarly Achievement. Awards or similar recognitions from the University and/or professional organizations for research/scholarship serve as tertiary indicators of excellent research/scholarship.
- b. Internal Research Funding (e.g., seed grants, college or unit research awards) may serve as evidence of research activity and scholarly promise; however, external funding is given greater weight in promotion and tenure evaluations.
- c. National Reputation. Evidence of an emerging national reputation should be demonstrated by metrics including but not limited to giving a keynote/invited address

at national venue; election to national committee; election or appointment to prestigious editorial boards; citation to one's work in major media outlets.

### **C. Teaching and Mentoring Excellence**

Candidates for promotion to Associate Professor with tenure in SIF must demonstrate a commitment to effective instruction. The form of that instruction will be dictated by the norms of the program, and it may include work in the classroom, online or hybrid courses, research with students, field experiences, Master's, Doctoral, or honors theses, and internship supervision. The evaluation of instruction is complex and should consider course development or improvement, medium of instruction (online, face-to-face, hybrid), class size, response rate, the mix of required and elective classes, and similar variables.

#### **1. Primary Indicators of Effective Teaching**

- a. **Student Course Evaluations.** Positive results from student course evaluations are expected and required by the Arizona Board of Regents. It is acknowledged that such feedback from students may not always accurately reflect a candidate's true teaching effectiveness, but instead capture metrics related to the inherent difficulty of the material, the rigor of the course, whether a course is required or elective, a subject area that does not easily excite the typical student, and instructor characteristics unrelated to teaching acumen. Other indicators that demonstrate a candidate's teaching effectiveness can be used to offset negative student evaluations, such as high average scores across courses, peer evaluations, course syllabi, and grade distributions, but candidates are expected to show improvement.
- b. **Mentoring and Student Success.** Faculty members are expected to mentor ASU students beyond what occurs in formal class settings. Candidates satisfy this expectation by engaging in mentoring activities with learners at all levels from across the university by guiding students in independent studies; field or clinical experiences; internships; serving as an advisor or committee member on honors theses, master's theses, applied projects, doctoral dissertations, and similar culminating experiences; involving students in research; and collaborating on publications and/or conference presentations. Successful placement, awards, or co-authored outputs by mentees can be submitted as evidence of teaching effectiveness.

#### **2. Additional Indicators of Effective Teaching**

- a. Positive peer evaluations.
- b. Grade distributions.
- c. Course syllabi.
- d. Curricular innovation (within courses, new courses, and new degrees and/or programs).
- e. Guest lecturing or participating in other faculty members' courses at ASU and elsewhere.
- f. Securing external funding to support instructional activities.

- g. Conducting and publishing research related to teaching.
- h. Being nominated for or winning teaching awards.
- i. Attending or conducting pedagogical training or workshop sessions.
- j. Publishing or revising a textbook.

#### **D. Service Excellence**

##### 1. Types of Service

Service-related activities may be categorized as academic, professional, or community. The following sections define and provide illustrative examples of service-related activities within each category.

- a. **Academic Service.** Academic service includes service conducted for the benefit of ASU, including, but not limited to, serving on standing, search, or ad-hoc committees at the Program, School, College, and/or University levels; advising students or student groups; reviewing submissions for internal grants and awards; assuming assigned roles or responsibilities; assisting with recruitment and retention efforts; engaging with alums; fundraising; attending ceremonies; assuming administrative roles or undertaking administrative tasks, as appropriate; delivering scholarly presentations to the University; or engaging in University activities that align with the mission outlined in ASU's Charter and design aspirations.
- b. **Professional Service.** Professional service refers to service conducted for the benefit of academic, professional, or scientific organizations external to ASU. Examples include, but are not limited to, reviewing funding agency grant applications; reviewing journal manuscripts and book proposals; serving on editorial boards; assuming service or leadership positions in professional associations; conducting external evaluation of candidates for tenure and/or promotion at other universities; serving as an external reviewer for programs at other universities; and engaging in non-remunerative consulting or other unpaid services to any academic, professional, or scientific organizations outside of ASU.
- c. **Community Service.** Community service refers to service conducted as an officially and clearly identified member of ASU for the benefit of society in general (i.e., outside of ASU and not for the benefit of academic, professional, or scientific organizations), such as generating research reports for governmental or community agencies and organizations performing community outreach activities; supporting community groups, programs, or events; or engaging in other community activities that align with the mission outlined in ASU's Charter and design aspirations.

##### 2. Service Expectations

- a. The expected amount of service will be consistent with the understanding that during the probationary period, the candidate must primarily focus on building a record that reflects research excellence and teaching effectiveness.

- b. Candidates are expected to perform basic levels of academic service, with the most important portion of their service record being the satisfactory fulfillment of essential academic roles, particularly those critical to the functioning of SIF (e.g., standing, search, and key ad-hoc committees). While contributions to professional and community activities are valued, outstanding performance in those areas cannot compensate for unsatisfactory performance in essential academic service roles.
- c. Service is evaluated by participation in and satisfactory performance of service-related responsibilities. Examples of satisfactory performance of service responsibilities include, but are not limited to, attending scheduled meetings, being prepared for such meetings, assuming a reasonable share of committee tasks, and completing tasks well and on schedule. Greater weight is accorded to service roles that require sustained contributions and/or leadership or are especially visible and/or impactful.

#### **IV. Standards for Promotion to Professor**

##### **A. General Principles**

Professors have the highest academic rank in the School. It is conferred only on those who have established a sustained record of exemplary performance across three relevant domains: (1) scholarly research and publication, (2) teaching and mentoring, and (3) service. Time in rank is not a sufficient condition for promotion; promotion to Professor is based on a candidate's cumulative and continuing record of excellent performance and having developed a reputation as an exemplary scholar in the field.

##### **B. Exemplary Research and Scholarship**

An exemplary record of research and scholarship for promotion to Professor reflects an established, mature, and productive research program accompanied by evidence of sustained impact such that the quantity and quality of the scholarly record reflect the attainment of a national or international reputation within the candidate's field. Although there is no single model for what constitutes an exemplary record of scholarship, the following serve as general guidelines:

###### **1. Scholarly Productivity**

This can be evidenced by an extensive body of work published in leading peer-reviewed journals and/or discipline-appropriate scholarly outlets post promotion to Associate Professor.

###### **2. Scholarly Impact**

Evidence of exemplary scholarly achievement may be indicated, among other ways, by the degree to which one's published work is cited in the scholarly literature, governmental reports, white papers, judicial opinions, and similar outlets. This can be substantiated primarily through citation counts reported in Web of Science, Scopus, Google Scholar, or similar citation databases, which should indicate a high level of scholarly influence on the field in terms of overall citations and consistency of publication of highly cited works.

### 3. Other indicators

Other indicators of an exemplary record of scholarship include but are not limited to: major external grants; research related awards; editorial roles in high impact journals; fellowship status in professional organizations; invited presentations at prestigious conferences and universities; election to leadership positions in national and international professional organizations; patents, licensing, and commercialization of products; favorable published reviews of one's work; evidence that one's work has been adopted in graduate education and training; and citations to one's work by major media outlets.

### **C. Effective Teaching and Mentoring**

The standards for demonstrating continued teaching and mentoring effectiveness are similar to those for promotion to Associate Professor with tenure. The primary indicators required for effective teaching for promotion to Associate Professor with tenure are the same as those for promotion to the rank of Professor. However, candidates for promotion to Professor are also expected to have engaged in several activities listed as "Additional Indicators of Effective Teaching" in Part III.C(2). Candidates for promotion to the rank of Professor in any SIF program that offers graduate degrees must demonstrate evidence of successful graduate student mentorship. Indicators include, but are not limited to, successfully chairing student committees and assisting students seeking fellowships, grants, or awards.

### **D. Highly Commendable Service**

Service expectations are higher for promotion to the rank of Professor than for promotion to Associate Professor with tenure, and leadership or substantive contributions at the College and University levels typically are expected. The candidate must have a highly commendable record of academic service reflecting leadership positions in the School, its programs, or its standing committees, and/or significant service roles at the College and/or University levels. Additionally, candidates for promotion to Professor must have amassed a record of professional or community service activities that are more visible than those undertaken during the probationary years, such as serving as the editor of a journal or book series; serving on review panels for national agencies; election to executive officer roles in professional organizations; or other visible and impactful forms of professional service.