



College/ Independent Unit	Herberger Institute for Design and the Arts
Academic Unit/ Department, if any**	ASU FIDM
Choose document type: Promotion Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure? Yes	
Please concisely list the ranks included in the criteria (if relevant). Assistant/Associate/Full Professor Clinical Assistant/Associate/Full Professor Assistant/Associate/Full Teaching Professor Instructor/Senior Instructor/Principal Instructor Professor of Practice	

Unit and college approval

Date of approval by the faculty and/or academic professionals	11/14/2025
Date of review by the dean (or lead of independent unit)*	6/2/2026

Provost office approval

	Patricia Friedrich	June 9, 2026
Signature	Name	Date

*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 Criteria

ASU FIDM

Arizona State University

Written by the ASU FIDM Faculty

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 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).

II. INTRODUCTION

Tenure and promotion is awarded on the basis of excellence in teaching, research, service, and commitment to inclusive excellence, and by contributions to the academic unit's and university's current and future mission and objectives. The present document is intended to outline the process of evaluation and criteria for promotion, as well as the differences in expectations for teaching, research and creative activity, and service for varied faculty ranks and years of experience. Activities vary among academic units of the university, therefore criteria for professionalism must be understood at the school level, as well as the institute level and the university level in all matters concerning promotion and tenure.

The tenure review process takes into account the mission and objectives of each academic unit and the university during the assessment of the professional accomplishments of the faculty under review: ASU Charter; ASU Design Aspirations; ASU FIDM Mission.

The following definitions of Faculty Roles, Teaching, Research, and Service provide a broad framework for the faculty within the ASU FIDM. For each, the faculty member's work should reflect the commitment and advancement of the School's Mission and ASU's Charter and Design Aspirations.

A. Inclusive Excellence

In the spirit of our Charter, inclusive excellence at Arizona State University is a commitment to learners of 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.

B. Limitations

The definitions and expectations (teaching; research; service) are understood to apply to individual faculty members within ASU FIDM only insofar as the conditions of their employment include teaching, research and service responsibilities.

Criteria Definitions

I. FACULTY ROLES

Full-time faculty positions can be found in the ASU ACD manual. The Annual Responsibility Agreement is used to provide specific assignments for each faculty member. The descriptions below are an overview. Distribution of effort in teaching, research, and service and course release practices follow the guidelines established by the Herberger Institute for Design and the Arts.

A. Tenured/Tenure-track Professor

Tenured and tenure-track professors are tenure track faculty members and include Assistant, Associate, and Full Professor ranks.

1. Responsibilities include teaching (40%), research (40%), and service (20%).
2. Terminal degree in area of expertise required (typically a Ph.D. or an MFA).
3. Teaching responsibilities include 2:2 teaching course load, defined as a minimum of two 3-credit courses in each Fall and Spring or the equivalent.

B. Clinical Professor

Clinical Professors are career track faculty members and include Assistant, Associate, and Full Clinical Professor ranks.

1. Responsibilities include teaching (60% minimum) and service (20% minimum), with the remaining 20% assigned annually to additional teaching, research and/or teaching-related responsibilities (e.g., direct work in the field with students aligned with internship programs) or to specified service roles.
2. A graduate degree in the area of expertise is required
3. Teaching responsibilities include a 3:3 course load, defined as a minimum of three 3-credit courses in each Fall and Spring semester or the equivalent.

C. Teaching Professor

Teaching Professors are career track faculty members and include Assistant, Associate, and Full Teaching Professor ranks.

1. Responsibilities include teaching (a minimum of 80% teaching) and service (up to 20%).
2. A terminal degree in area of expertise is required.
3. Teaching responsibilities include a 4:4 teaching course load, defined as a minimum of four 3-credit courses in Fall and Spring semester or the equivalent.

D. Instructor

Instructors are career track faculty members and include Instructor, Senior Instructor, and Principal Instructor ranks.

1. Responsibilities in teaching (up to 10% service, pending dean level approval).
2. Masters or terminal degree.
3. Teaching responsibilities include 5:5 course load (or a 5:4/4:5 course load when service responsibilities are included), defined as a minimum of five 3-credit courses every fall and spring semester or the equivalent.

E. Professor of Practice

Professor of Practice professionals are career track faculty members. Professor of Practice are hired at the ultimate rank.

1. Responsibilities may include teaching (typically 50% of load), research and/or service.
2. Professors of Practice have established a high-profile industry career for a decade or more prior to joining the ASU faculty.
3. Teaching responsibilities include a 3:2 / 2:3 course load, defined as a minimum of two to three 3-credit courses every fall and spring semester or the equivalent.

II. TEACHING

A. Teaching Definition

Teaching refers to the dissemination of knowledge to students and alumni. Teaching includes formal credit-bearing courses, as well as formal or informal mentorship of students.

B. Credit Bearing Courses

Credit bearing courses must align with university expectations for in-class and out-of-class expectations. Formats include in-person, online, and hybrid courses and may have one or more components, including lecture (LEC), laboratory (LAB), studio (STO), individualized instruction (IND), Integrated Lecture/Lab (LEL), Practicum (PRA), Recitation (REC), Seminar (SEM), and Research (RSC).

C. Course load assignment

Course load assignments default to the standard for the academic appointment. While courses may take various amounts of preparation, teaching, student advising, and grading, it is expected that contributions to each course aligns with the minimum expectation of one's contract. For instance, if a faculty member is expected to teach two courses equal to 40% of their contract (FTE 1.0), it is expected that they dedicate at least 8 hours per week to each of their courses, or 16 hours per week across the two courses. In some instances, such as a 1-credit seminar requiring no more than 4 hours a week, a faculty member may (a) take on another course requiring a similar commitment to fulfill their contractual obligations or (b) count that course as part of their service expectations. Any deviations from the standard assignment require approval by the Director.

D. Required Teaching Activities

Although teaching expectations range broadly across the university, they generally include the following:

1. Course enrollments (near or at the course capacity)
2. Evaluation scores (near or at the statistical mean - CART mean)
3. Syllabus satisfies the university requirements as a contract between the instructor and students. Required sections include:
 - a) Course Description
 - b) Objectives
 - c) Course Outcomes

- d) Itinerary
 - e) Assignments & Projects
 - f) Grade Policy & Scale
 - g) Attendance policy
 - h) University policies such as accommodations, Title IX, etc.
4. Student communication (timely response rate)
 5. Office hours (availability outside of class to meet with students)
 6. Grade (on-time submission)
 7. Course content (development and maintenance)
 8. Record keeping (accurate and accessible for up to 7 years)
 9. Curriculum development (developing/degree programs, certificates)
 10. Student mentorship
 - a) Membership on student milestone committees: doctoral dissertation, graduate thesis, undergraduate honors thesis, progress review committees, among others. Serving on comparable committees for other universities/institutions is also recognized.
 - b) Academic mentorship also includes providing feedback or guidance on academic projects, proposals, and scholarly or creative research. Such roles include service as an Honors Thesis faculty director, scholarship advisor, Provisional Advisor, Graduate Advisor.
 - c) Professional mentorship includes writing recommendation letters and reviewing and/or assisting in the preparation of professional materials, including the writing sample, grant or fellowship application, CV, tenure dossier, and teaching portfolio, etc.

E. Additional Teaching Activities

**Optional; list is not ranked and is not exclusive*

1. Non-credit bearing teaching (teaching workshops, guest lecturing)
2. Class enrichments (demonstrations, field trips, guest speakers, etc.)
3. Personnel support (hiring, scheduling, and supervising graduate teaching assistants and/or student workers/graders)

F. Environmental Teaching Practices

**List is not ranked and is not exclusive*

1. Create a positive, respectful and professional learning environment.
2. Foster collaborative and cooperative learning communities, providing opportunities for students to learn from each other to enrich their understanding and expand their intellectual and creative agility.
3. Provide an inclusive environment and accessible course materials to students of differing abilities and learning styles.
4. Teach relevant curriculum that integrates current thinking and evidence-based practices, and implements new and/or innovative pedagogical methods and technologies in the classroom.

5. Develop rigorous assessments that hold students to high standards of academic and creative achievement.
6. Consider and respond appropriately to student and peer evaluations.
7. Participate in professional development activities for skill building.
8. Be present in the classroom. While it is recognized that some shifts to classes may need to occur for academic conferences, exhibitions, or industry events furthering the goals and impact of work with ASU, it is expected that minimal classes (<15%) are canceled.

G. Teaching Evidence

**List is not ranked and is not exclusive*

1. Teaching philosophy
2. Peer teaching reviews; these are to be requested by the faculty member from a peer who teaches in a similar area. Typically, the peer conducting the review should be at a higher level of experience than the faculty member being reviewed; such as an associate professor reviewing an assistant professor. However, there are instances where this may not be feasible, with approval of the director a peer with the same experience/title may conduct the review
3. Unsolicited student letters
4. Student work (portfolios, projects, publications)
5. Student academic and professional achievements (placements, awards, fellowships)
6. Documentation of innovative teaching and pedagogical practices, engagements, and tools
7. Teaching awards and nominations, honors, recognitions, and grants

H. Teaching Excellence

Moving from both the premise that the School's assessment practices reflect our values, and that the function of evaluation is to further ASU FIDM aims and mission, excellence in teaching/instructional activity shall be defined as practices supporting the mission of ASU FIDM and the growth and individual achievement of students. The following are expectations for a renewed contract and/or promotion and reflect excellence in teaching.

1. Quality and Relevance

Quality and relevance in teaching is demonstrated by pedagogical activities that uphold a high level of academic and creative achievement; by teaching a range of courses, including undergraduate and graduate, and online and in-person; by curricular development that addresses current issues and integrates current practices; by the implementation of new and innovative pedagogical methods and technologies; and by student success.

2. Instructional Innovation

Instructional innovation reflects continual improvement to learning materials and methods to maintain industry, creative, or theoretical relevance. New methods may be tested or permanently implemented to benefit the academic community.

3. Curriculum Development

Faculty members with a teaching component of their contractual expectations are expected to participate in curriculum development. Curriculum refers to the suite of courses, content, and co-curricular activities involved in a program of study. Faculty members may contribute new course development, concept integration across courses, or related contributions that benefit the program of study. A program of study typically refers to tracks or concentrations, such as fashion design, merchandising, fashion studies, etc.

4. Visibility and Prestige

Visibility and prestige in teaching is demonstrated by pedagogical activities and teaching recognitions that garner national or international exposure; by activities that have a broad circulation or reach of audience; institution and/or professional with historical significance, longevity, reputation, status, and rank within the field; and by activities with a competitive the selection process (peer-reviewed or invitational) and low rate of acceptance.

5. Engagement

Engagement in teaching is demonstrated by participation in student academic committees and research collaborations with students; by pedagogical activities that foster inclusion and community, and promote learning and generative dialog; and by student mentorship that extends beyond the classroom.

6. Teaching Effectiveness

Teaching effectiveness includes accomplishments in regular classes, independent studies, senior projects, mentoring and in other instructional contexts. Teaching effectiveness includes, but is not limited to, the following areas listed in unranked order:

- a) Knowledge of, and currency in, the subject matter: The candidate has the qualifications and experience to teach the subject matter and remains current in their knowledge.
- b) Course development: The candidate has demonstrated the ability to develop course content, appropriate assignments, and methods to evaluate student learning.
- c) Developing programs of study, such as new tracks, concentrations, or programs for a new format (such as online, hybrid).
- d) Effective communication and pedagogy: The candidate has demonstrated the ability to communicate and impart knowledge effectively using appropriate and innovative strategies.
- e) Interpretation of course objectives: The candidate has demonstrated the ability to effectively interpret and apply course objectives.
- f) Mentorship of intellectual and creative abilities of students: The candidate has demonstrated the ability to cultivate intellectual and creative abilities of students, with a focus on consistently excellent or improved outcomes for students' professional development.

- g) Student participation: The candidate has demonstrated concern for student participation and progress.
- h) Fairness: The candidate has been fair and impartial in the evaluation of student work.
- i) Standards: The candidate has maintained high academic and ethical standards.
- j) Administrative functions: The candidate fulfills administrative tasks related to instruction in a timely and well-informed manner.
- k) Ratings: Annual peer evaluations are rated as satisfactory or higher, and overall student course evaluation ratings are within the School median or higher.

III. RESEARCH

A. Research Definition

Research refers to the creation of new knowledge, processes, and perspectives based on extensive exploration of a topic or concept and culminating in dissemination of that knowledge. Research is showcased through the output of original work. It includes research, scholarship, and creative activities resulting in new and novel output.

ASU FIDM believes that research and creative activity is vital, as it fosters community embeddedness, shapes professional practices, contributes to academic discourse, advances fields of study, and expands industry and technological advancement.

Research must be disseminated to an external community, such as a niche audience, community, or the national/international public. Research should demonstrate a faculty member's impact on an audience outside of the classroom through new and novel contributions that may be theoretical or empirical.

Research, scholarship, and creative activities within ASU FIDM may be discipline-specific or interdisciplinary, and conducted as individual research or collaborative research.

B. Research and/or Creative Activities

Research activities are scholarly in nature and include various types of publications, exhibitions, community engagement, and intellectual property. Research must be new and novel. It may be theoretical or empirical in nature. List is not ranked and is not exclusive.

1. Classified as '**Publications**'
 - a) Scholarly, peer-reviewed journal publications
 - b) Edited/non-academic journal articles (e.g., *The Atlantic*, *Harper's Magazine*, *The New Yorker*)
 - c) Scholarly papers in published conference proceedings
 - d) Scholarly papers read at professional meetings
 - e) Books, monographs, edited collections
 - f) Essays or chapters in a book

- g) Textbooks
- h) Invited or commissioned industry publications including research papers, trade reports, technical reports, case studies, and related publications
- i) Juried and/or invited in-person, digital or virtual lectures/ presentations/ professional workshops/ master classes
- j) Arts-based research materials
- k) Publication of materials related to pedagogy, methods or theoretical foundations
- l) Materials related to pedagogy, methods, or theoretical foundations
- m) Scholarly website contributions
- n) Patents

2. Classified as **‘Exhibitions’**

- a) Exhibitions should be an expression of artistic disposition, not the management of work for commerce. For example, management of one's own brand for the purpose of commerce does not fall into research activities. Examples of research activities include:
 - (1) Runway shows
 - (2) Performances
 - (3) Curated and invited scholarly or artistic exhibitions; items may be single garments or similar items, a collection of these, images of a design or collection of designs, or a model of an item
 - (4) Industry exhibitions include commissioned and/or invited installations, showcases, and/or exhibitions. In line with academic exhibitions, the items may be single garments or similar items, a collection of these, images of a design or collection of designs, or a model of an item.
 - (5) Installations
 - (6) Retail and pop-up stores
 - (7) Film screenings
 - (8) Public art

3. Classified as **‘Community Engagement’**: Community-based scholarship, must be well documented, with public intent and purpose, meticulous curation, theoretical grounding, and documentation of impact. The activities alone do not meet the criteria for scholarship or research.

- a) Social practices
- b) Community outreach
- c) Community workshops

4. Classified as **‘Intellectual Property’**

- a) Patents
- b) Proprietary processes

C. Research Evidence

To demonstrate scholarly nature of research and its new and novel contribution, faculty will compile 'research evidence', which is the theoretical or empirical output resulting from scholarly exploration as relevant to their faculty appointment. List is not ranked and is not exclusive.

1. Classified as '**Research Evidence**'
 - a. Published articles / publications
 - b. Documentation of exhibitions and/or community engagement (portfolio)
 - c. Documentation of creative research outcomes (citations, reproductions, reviews, announcements)

To demonstrate research impact on your community and/or the public, faculty will compile 'research recognition', which is public recognition of the research.

2. Classified as '**Research Recognition**'
 - a. Competitive/professional awards, honors, grants reflecting research and/or creative accomplishments
 - b. Grant proposals written and submitted as a PI or Co-PI
 - c. Awarded grants or funded / sponsored research
 - d. Work cited, reproduced, or reviewed
 - e. Gallery representation
 - f. Collections
 - g. Media appearances
 - h. Consulting

D. Research Excellence

Faculty seeking tenure and/or promotion whose appointment includes responsibilities within the area of research or creative activity are expected to achieve recognition in national and/or international forums that are appropriate to their disciplines through publications and/or exhibitions.

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. Specifically, research, scholarship, and creative activities may serve an academic, industry, or public audience. List is not ranked and is not exclusive.

Within ASU FIDM, these activities include, but are not limited to the following:

1. Establishment of a research/creative scholarship agenda of demonstrated merit to the university, institute, and school's mission.
2. **For tenure/tenure track faculty:** An average of 1.5 publications and/or exhibitions per year falling into the outlined categories.
3. **For career track faculty with a research component:** An average of .75 publications and/or exhibitions per year falling into the outlined categories.
4. Research output must:

- a) Meet professional standards for quality within the area of expertise.
 - b) Demonstrate relevance within the field and engage current issues.
 - c) Advance the field by contributing new knowledge and/or practices.
 - d) Demonstrate national and/or international visibility.
 - e) Demonstrate peer and/or professional awareness.
 - f) Demonstrate standing within the field among professional peers.
 - g) Advance the unit mission and university charter.
5. For all research faculty, emphasis will be placed on peer reviewed academic publications, juried/peer-reviewed exhibitions, and/or invited industry publications and exhibitions.
 6. Interdisciplinary and/or collaborative research resulting in grants, publications, and presentations are encouraged.
 7. Publications and exhibitions may be publicly available or they may be developed for a specific, invited audience.
 8. All publications and exhibitions should reflect the emerging national reputation of the faculty member. The following guidelines are used to assess the merit of exhibition and evaluate the exhibition record of individuals.
 9. Publications and exhibitions may be independently authored/curated or published with co-authors/co-creators. Being the lead scholar (i.e., author or designer) in at least some of the output of collaborative work is expected to demonstrate the faculty member's expertise and leadership.
 10. Notation of the percent of contribution is expected for all levels of promotion.
 11. Excellence in Publications
 - a) The quality of output may be indicated by acceptance rates, impact factors, rankings, reach, attendance, or other similar measures.
 - b) Greater recognition may be given to peer-reviewed publications or juried exhibitions that are perceived to be more selective or are known to have a higher impact.
 - c) A consistent record of peer-reviewed academic or industry conference presentations is expected.
 - (1) Academic conference presentations must focus on output in research, creative scholarship, and/or teaching scholarship.
 - (2) Academic conference presentations may or may not have abstracts published in proceedings.
 - (3) In the instance that a research presentation is the result of collaborative work, the researcher may not be present at all presentations. It is acceptable that a collaborator(s) present the work on behalf of the group.

(4) Industry conferences must reflect the faculty members expertise and/or thought leadership within the fashion industry or a sub-discipline.

d) Faculty members must demonstrate evidence of regular internal and external grant writing activity.

12. Excellence in Exhibitions

- a) Exhibitions may be juried or invited at the regional, national, or international level; they display creative scholarship in fashion.
- b) Exhibitions held in museums with a broad national or international reputation are considered more impactful than exhibitions in galleries with a regional or local reputation.
- c) The relative reputation of a gallery or institution, as known to our faculty, is one of the criteria used in evaluating the relative importance of exhibitions. The reputation of the curator or juror of an exhibition is also an indicator of the importance of the activity.
- d) In line with other exhibition formats, the rigor of a runway show will be evaluated based on the reach of the show and reputation of the forum. For instance, reach may be local, regional, national, or international. The reputation of the forum may also refer to the host and will be evaluated based on the general industry knowledge of the organization.
- e) Invitational exhibitions, particularly those that are national or international in scope, are generally considered to be more prestigious than juried exhibitions. Exhibitions only open to members of specific groups or societies are considered less prestigious than national open competitions.
- f) Professional credibility is enhanced by evidence of an artist's recognition by curators, museum directors and jurors or panelists, particularly those whose expertise and interest go beyond familiarity with only one artistic medium or style.
- g) Variables in the production time for and mobility of various types of work are recognized. For example, artists who work with large and/or one-of-a-kind pieces may be unable to show as frequently as artists whose work is easier to ship or which may be editioned without individual hand working.

IV. SERVICE

A. Service Definition

Service refers to administrative and support activities undertaken to help the development, management, and advancement of the program, school, institute, university, profession, and/or public.

Faculty members whose contract includes service must provide evidence that they are able to support the institution effectively through participation in committees, and that they are able to discharge other administrative assignments. Mere membership on committees is not necessarily synonymous with effectiveness, skillful performance, or significant service activity. Service to the school is considered foundational in which all faculty members whose contract includes service should include as part of their record.

The evaluation of service shall broadly consider the ways in which a faculty member contributes their expertise to their profession, ASU FIDM, HIDA, and ASU, as well as to local, regional, national and international communities. As degrees of involvement in service activities may vary substantially, the faculty member must provide information addressing the scope of involvement in each activity cited. List is not ranked and is not exclusive.

B. Service Activities

1. School Service

- a) Effective academic advising to individual students and student organizations.
- b) Leadership in improving student recruitment and/or retention.
- c) Leadership in organizing and implementing student and/or community engagement activities.
- d) Evidence of mentoring new faculty, faculty associates or graduate students.
- e) Contribution to revising School policies and/or procedures.
- f) Serving on committees, such as a hiring/search committee, articulation committees, or any other committee that serves the school.
- g) Assuming a leadership role in the School, such as area coordinator.

2. Institutional Service

- a) Membership or leadership in institutional or cross-functional task force or committee.
- b) Chairing committees or conferences for state and national professional or academic organizations, or acting as representative to professional organizations.
- c) Effective advising to student organizations.
- d) Faculty senate.
- e) Collaborative projects, guest lectures on campus in other ASU departments.
- f) Cultivation and management of relationships with donors and patrons of the program.

3. Professional Service

- a) Service as an officer in a regional, national, or international arts-related professional organization.
- b) Editor of a refereed journal or a professional disciplinary journal.

- c) Member of an editorial board.
- d) Editorial position as reviewer or referee.
- e) Moderator at professional or academic meetings.
- f) Chairing (or membership on) committees of conferences and/or curating festivals or events of state, national or international professional or academic organizations or acting as representative to these events for professional journals or conferences.
- g) Contributions to committees or association groups that strengthen inclusive excellence in the field.
- h) Invited member of a jury or adjudication panel for international or national competition and calls for work.
- i) Invited member of international or national grant evaluation panel.
- j) Administrator or officer in a professional society or organization.
- k) Regional and/or local artist/teacher in K-12 “master” classes or lecture/demonstrations.
- l) Participation on accreditation teams.
- m) Collegiate representative to professional and teaching organizations.

4. Public Service

- a) Appointment to local, state, national and international boards that serve the public interest.
- b) Appointment to committees or task forces that serve the public interest.
- c) Awards, honors reflecting public service in the profession.
- d) Public education activities (lectures, presentations, workshops, in-service training, adjudication or evaluation panels, recruitment events for school programs).
- e) Consulting, appraisal, and program evaluation of artistic work or cultural programming.

C. Service Excellence

If service is a component of the negotiated distribution of effort, candidates shall demonstrate sustained accomplishments that benefit the school, institute, university, professional, and/or other communities. Service activities are critical to creating an environment for successful student learning.

At a minimum, there should be evidence of participation in area or division activities such as committees or non-committee recruitment and retention service activities and in professional activities such as moderating panels, reviewing for journals or jurying exhibitions, and serving as an officer of a professional organization.

PROMOTION EXPECTATIONS

I. TENURE-TRACK FACULTY PROMOTION CRITERIA

Tenure track faculty in ASU FIDM at Arizona State University include Tenure-track and Tenured Professors. They are eligible for promotion from Assistant, to Associate, to Full Professor.

Refer to 'ACD 506-03: Faculty Probationary Appointments' to learn about the mandatory tenure review timeline. Candidates may choose to pursue the review early in instances supported by school leadership. Instances may include: recognition of industry and academic excellence prior to their appointment at ASU, intended appointment to administrative or leadership, or impact significantly exceeding expectation during time at Arizona State University.

Tenure Review leads either to tenure and promotion to Associate Professor, or to issuance of a terminal contract. Promotion from Assistant to Associate Professor with tenure recognizes that the faculty member demonstrates excellence in teaching, is able to carry out significant research, scholarship, or creative activity and is participating in and contributing to meaningful professional and institutional service. Promotion from Associate Professor with tenure to Full Professor recognizes the faculty members' expanded impact in teaching, research, and service making a national or international impact.

Meeting minimum expectations will not be enough to obtain promotion and/or tenure. Faculty seeking promotion and/or tenure are encouraged to aim higher than meeting expectations to help ensure that they ultimately will achieve the overall tenure assessment expectations.

A. Qualifications for the Academic Rank of Associate Professor

1. Possess qualifications necessary for (a) the rank of assistant professor and (b) either additional academic or professional credentials, or a terminal degree appropriate to the assignment to be filled.
2. The candidate should be an excellent teacher. There should be evidence that courses are carefully prepared, that the candidate demonstrates effective pedagogical skills, that substantive student learning occurs, that the candidate is evaluated by students and peers as being an effective teacher, and that a genuine concern is demonstrated for students' academic progress.
 - a) Demonstrated teaching excellence, as evidenced through teaching activities and teaching evidence is required. There should be teaching evidence that is carefully prepared, demonstrating the candidate's effective pedagogical skills and substantive student learning.
 - b) The candidate should be evaluated by students and peers as being an effective teacher, and that a genuine concern is demonstrated for students' academic progress.
 - c) Outstanding teaching alone will not lead to tenure and promotion.
3. The candidate should show a record of research and/or creative activity visible at national and/or international levels. Activities on and off of campus, as appropriate to the individual field, may contribute to this record.

- a) The candidate's research and creative activity must reflect a consistent, sustained and focused body of research, scholarship and/or creative activity as defined in 'research'.
 - b) The person has received significant recognition for their ongoing body of research and creative activity, that research should be recognized for its quality and contribution to its field. Further, research should show potential for continued achievement.
 - c) Faculty members are expected to demonstrate successful receipt of funding from at least one internal or external funding source.
 - d) Research and creative activity accomplishments should be evaluated in the context of the faculty member's overall record and contribution to the discipline. There should be evidence of continued and effective engagement in work of high quality and national or international significance.
 - e) No appointment or promotion to a tenured position will be made without evidence of distinction in research and creative activity, see 'research evidence' for examples.
 - f) Outstanding research and creative activity alone will not lead to promotion.
4. The candidate should show a record of continued substantial service and leadership to the profession, school, university, and the public. See service activities for examples.
- a) To obtain promotion to associate professor, a person is expected to be active in service within their school and institute. Additional service to the university, and profession/public is favorable.
 - b) Outstanding service alone will not lead to promotion.
5. Demonstrates commitment to ASU's charter and the advancement of inclusive excellence.

B. Qualifications for Probationary Review For Associate Professors and Professors Without Tenure

The first two years are critical in reviewing a probationary associate professor. Faculty members hired above the rank of assistant professor are assumed to have demonstrated the qualities necessary to hold such higher rank. It is further assumed that the faculty member will continue to demonstrate the productive qualities, which led to the initial appointment. Continued demonstration of these productive qualities will lead to tenure; failure to meet the expectations held at the time of appointment may lead to a terminal contract.

C. Qualifications for Promotion of Tenured Faculty from Associate to Full Professor

There is no specific number of years for which the associate professor shall have held that rank prior to promotion, nor will serving any specific number of years as an associate professor automatically lead to promotion to full professor. Promotion from associate to full professor recognizes that the faculty member is an excellent teacher, is widely recognized as a researcher, scholar, and/or creative artist, and is continuing to serve the profession, the university and the community.

1. (a) the rank of associate professor and (b) either additional academic or professional credentials, or a terminal degree appropriate to the assignment to be filled.
2. The candidate should be an excellent teacher and demonstrate continued evidence of effective pedagogical skills, substantive student learning outcomes, and a genuine concern for students' academic progress at, or above, the level demonstrated at the level of promotion to associate professor.
 - a. Outstanding teaching alone will not lead to promotion.
3. The candidate should show a record of research and/or creative activity visible at national and/or international levels. Activities on and off of campus, as appropriate to the individual field, may contribute to this record. In addition to the expectations of promotion to associate professor, faculty should demonstrate expanded reach of their expertise at the national and international level.
 - a. Faculty should demonstrate sustained grant writing activity that results in receipt of funding and very positive reviews or review scores from highly competitive funding sources.
 - b. Faculty members are expected to demonstrate successful receipt of at least one impactful grant funded by an external funding source.
 - c. Outstanding research and creative activity alone will not lead to promotion.
4. The candidate should show a record of continued substantial service and leadership to the profession, school, university, and the public. See service activities for examples.
 - a. To obtain promotion to full, a person is expected to be active in service to the community outside their program/school, with service to the university and profession/public.
 - b. Outstanding service alone will not lead to promotion.
 - c. Provides evidence of service to the profession, the institution, the school, and the public.
 - d. Outstanding service alone will not lead to promotion.
5. Demonstrates commitment to ASU's charter and the advancement of inclusive excellence.

II. CAREER-TRACK FACULTY PROMOTION CRITERIA

Career-Track faculty in ASU FIDM at Arizona State University include Teaching Professors, Clinical Professors, Instructors, and Professors of Practice. Teaching Professors and Clinical Professors are eligible for promotion from Assistant, to Associate to Full Teaching Professor/Clinical Professor. Instructors are eligible for promotion to Senior Instructor and Principal Instructor. Professors of Practice are not eligible for promotion to other roles and unless hired into a new position for promotion.

Eligibility for promotion for career-track faculty is determined by the latest version of university policies. Eligible candidates will be evaluated using the criteria outlined below and the qualifications outlined for the individual job titles. Meeting minimum expectations will not be enough to obtain promotion. Candidates are expected to demonstrate excellence and impact in their field.

A. Qualifications for the Academic Rank of Assistant Teaching Professor / Assistant Clinical Professor/Instructors

1. Candidate has a graduate degree and/or equivalent professional experience appropriate to the job assignment.
2. Candidate demonstrates commitment to and evidence of excellence in teaching.
3. Candidate demonstrates potential for effective service to the unit and school.

B. Qualifications for the Academic Rank of Associate Teaching Professor / Associate Clinical Professor/Senior Instructors

1. Possesses qualifications necessary for the rank of assistant teaching/clinical professor/instructor, and additional academic or professional credentials.
2. Possesses a terminal degree appropriate to the assignment, a master's degree or higher for Clinical and instructor ranks.
3. Candidate has a minimum of five years of college-level teaching experience or equivalent qualifications and experience at ASU or a peer institution. However, promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank.
4. The candidate should demonstrate teaching excellence, as evidenced through teaching activities and teaching evidence. There should be teaching evidence that is carefully prepared, demonstrating the candidates effective pedagogical skills and substantive student learning. The candidate should be evaluated by students and peers as being an effective teacher, and that a genuine concern is demonstrated for students' academic progress. Outstanding teaching alone normally will not lead to promotion.
 - a) Teaching excellence must include instructional innovation.
 - b) Candidate has contributed to curriculum development.
5. If applicable to the faculty members role, they will have received significant recognition for their ongoing body of research and creative activity, and shall show potential for continued achievement
6. If applicable, candidate demonstrates evidence of effective service to the ASU FIDM, the institution, the university, the profession, and the public.
7. Faculty member demonstrates commitment to ASU's charter and the advancement of inclusive excellence.

C. Qualifications for the Academic Rank of Full Teaching Professor / Full Clinical Professor/Principal Instructor

1. Possesses qualifications necessary for the rank of associate teaching/clinical professor/senior instructor, and additional academic or professional credentials.
2. Candidate has a terminal degree and equivalent professional practice experience appropriate to the assignment.
3. A minimum of seven years of college-level teaching experience or equivalent qualifications and experience at ASU or a peer institution. However, promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank.

4. The candidate should demonstrate teaching excellence, as evidenced through teaching activities and teaching evidence. There should be teaching evidence that is carefully prepared, demonstrating the candidates' effective pedagogical skills and substantive student learning. The candidate should be evaluated by students and peers as being an effective teacher, and that a genuine concern is demonstrated for students' academic progress. Outstanding teaching alone normally will not lead to promotion, unless teaching is the only duty for the position.
 - a) Teaching excellence must include instructional innovation.
 - b) Candidate has contributed to curriculum development.
5. If applicable to the faculty members role, they will have received significant recognition for their ongoing body of research and creative activity, and shall show potential for continued achievement
6. If applicable, candidate demonstrates evidence of effective service to the ASU FIDM, the institution, the university, the profession, and the public.
7. Faculty member demonstrates commitment to ASU's charter and the advancement of inclusive excellence.