

College/ Independent Unit	Rob Walton College of Global Futures
Academic Unit/ Department, if any**	School of Complex Adaptive Systems
Choose document type (bylaws or criteria Document?): Promotion & Tenure Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure?	
Please concisely list the ranks included in the criteria (if relevant). Assistant Professor, Associate Professor, Full Professor	

Unit and college approval

Date of approval by the faculty and/or academic professionals	January 23, 2026
Date of review by the dean (or lead of independent unit)*	January 23, 2026

Provost office approval

	Patricia Friedrich	January 27, 2026
Signature	Name	Date

CRITERIA FOR PROMOTION AND TENURE of TENURE-TRACK FACULTY

School of Complex Adaptive Systems Approved by SCAS Faculty 6 October 2025

Preamble

School of Complex Adaptive Systems (SCAS) is a community of scholars that includes tenure track and career track faculty. SCAS does not distinguish between those two tracks other than for promotion and tenure decisions of tenure track faculty, as guided by university and ABOR rules. We apply the same definitions of scholarship, teaching, service, and how our work advances the ASU Charter to all faculty members in SCAS while recognizing that individual workloads may vary. Additionally, we recognize that each faculty member best contributes to the mission of SCAS and ASU in unique ways, and that all forms of professional activity (e.g., research, teaching, and service) are equally valuable. This is especially true for the case of career track faculty, whose distribution of efforts will be defined by their specific roles and job descriptions.

SCAS Values in Support of the ASU Charter

ASU is committed to maintaining and enhancing a collaborative and inclusive community as specified by the ASU Charter.

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

All faculty members are responsible for helping to ensure that these goals are achieved. Academic contributions of faculty members in research, teaching, and service or outreach that promotes the ASU Charter are likewise valued in the consideration for promotion and tenure, and should be recognized, evaluated, and credited in the academic personnel process along with other achievements. Hence, candidates for promotion are encouraged to include a specific discussion of their contributions to the ASU Charter in their application portfolio.

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. Within the limits set by the provost and the mission of SCAS within ASU, a candidate's workload distribution should be aligned with the individual's goals, giving appropriate credit for the work of mentoring students and educating colleagues in relation to the ASU Charter and allowing the candidate the opportunity to pursue scholarly activities that would meet or exceed the criteria for promotion.

Tenure-Track Faculty

A full list of Faculty titles is listed in ACD 505-02. Faculty may hold tenured, tenure-eligible, or fixed-term appointments. Faculty promotion is awarded on the basis of professional and scholarly achievements rather than longevity.

Criteria for Evaluating Scholarship

A central measure of success for SCAS Tenure-Track Faculty is excellence in scholarship through research, teaching, and service/outreach. We define scholarship broadly as knowledge that is advanced through discovery, integration, application, and teaching. This range is fully manifest in SCAS, where a broad range of systems and processes are explored through the common framework of complexity. SCAS creates and extends research-based knowledge that benefits the greater Phoenix area and Arizona, the nation, and the world. Thus, the faculty is actively engaged in the full spectrum of scholarly activities of fundamental, applied, or translational research, professional and community-engaged scholarship, leadership, service and outreach, and education. Recognizing the unique abilities and potential of each individual, faculty scholarship reflects a balance consistent with individual appointments and the context of the school's mission and values. Evaluation of scholarship acknowledges this diversity and the range of scholarly activities it includes. The primary expectation is demonstrated excellence, growth in the quality and impact of scholarship over time, and superior intellectual attainment in the context of the individual's appointment responsibilities.

Teaching

SCAS defines teaching broadly to include a range of instructional modalities both inside and outside of the classroom, as well as formal and informal mentorship of students.

Excellence in teaching entails the stimulation of creative and analytical thinking within and between disciplines, among students at all levels, to inspire students to learn in different ways. Demonstrated effectiveness in student-centered pedagogy is a primary consideration of teaching excellence, including expertise and cogency in content delivery, availability to students, class organization, and curriculum development and improvement. Advancing access and outcomes for students of all backgrounds is equally valued in all teaching. Leadership in the development of educational or mentoring programs, advising, coordination of curriculum, and activities that enhance the learning and career development experiences of our students are additional, important indicators of teaching excellence.

Direct mentoring of students, postdoctoral scholars, faculty members, or other professionals inside or outside ASU is another important component of teaching. Mentoring may occur directly in the laboratory or field, and may also include formal and informal advising, active participation on thesis and dissertation committees, service on qualifying examination committees, involvement in student seminars, and participation in graduate groups and undergraduate major programs, among other activities. Effective mentoring should emphasize helping students and other members of our community learn and succeed as appropriate to their chosen research and career directions.

Student evaluations of teaching are assessed relative to other courses within SCAS of similar class modality, size, and technical level. Evaluations of teaching should use a holistic approach based on comprehensive portfolios documenting and assessing teaching contributions from the perspective of students and peers and giving appropriate credit for student mentoring (including students from underrepresented or underserved groups) in the classroom, lab, and other contexts.

Research

Excellence in research or other creative work, and a commitment to a productive program of research, are requirements for all tenure-track faculty members. Research is evaluated using both qualitative and quantitative standards. Expectations for research are evaluated in the context of ASU's peer or aspirational peer institutions. Collaborative and multidisciplinary investigation is also an important aspect of research and is strongly encouraged. However, each member of the faculty is expected to provide the intellectual leadership for a program of creative, original, and independent research contributions.

Factors that enter into the assessment of the quality of a body of research include intellectual creativity in setting research goals and objectives, application of appropriate research methodologies in conducting

investigations that address those goals and objectives, and intellectual rigor in the interpretation and presentation of outcomes from research or other creative work. Research results or original work should be impactful as assessed by peers in the candidate's research community and should appear in peer-reviewed venues respected for rigorous standards in the candidate's research area.

Quality of research contributions should include scholarly products such as (but not limited to) articles, professional presentations, exhibitions, datasets, and software, and could also include original contributions to improve access, intellectual diversity, and effective outcomes in education, professional practice, or society. Examples of valued contributions may include development or participation in of research and training environments in the candidate's field that promote open accessibility to learning; leading or participating in research on ways to ensure student success; research that can catalyze social change to meet the needs of society locally, nationally, and globally.

A successful research program normally requires funding beyond the resources that the University can provide. In those cases, research and other original and creative work may be funded with extramural support from sources such as state and federal granting agencies, private companies, and foundations. The level of funding support should fit the needs of the research program, e.g., more financial support does not necessarily mean a better research program. The measure of success is the quality, quantity, and impact of the research and creative work, not the cost. It is expected that faculty members will work to obtain funding sufficient to support a vigorous program of research and other scholarship.

Quantitative measures of research productivity include regular dissemination of results and other creative work in peer-reviewed outlets and in trusted digital repositories for data and software, which is an essential responsibility of academic researchers for sharing their knowledge and expertise. Quantitative measures of research productivity should be balanced against other contributions such as teaching and student mentoring, community engagement, and outreach activities based on the candidate's workload commitments. Such activities cannot, however, substitute for demonstrated intellectual leadership, creativity, and productivity in research and creative work.

Service and Outreach

All faculty members, regardless of appointment, have responsibilities for service and outreach. These responsibilities are met in different ways and take different forms at different career stages. Service to the institution may include active participation in the affairs of a center, SCAS, the College, and the University. Service may include professional activities such as active participation and leadership in professional societies, and on committees and initiatives at all levels; reviewing proposals or manuscripts, and other editorial roles; active participation in student groups; and personnel actions. Service and outreach responsibilities outside the university may also include service to governmental and community agencies and organizations, outreach to wider public audiences, community engagement around the candidate's academic work, and other activities.

Contributions to furthering ASU mission, goals, and design aspirations are likewise important, as measured through participation in such activities as recruitment, retention, and mentoring of scholars and students so as to help them overcome geographic and financial barriers to learning; activities that help promote accessibility to learning opportunities at ASU across all socioeconomic, geographic and demographic backgrounds; efforts to broaden participation in traditional academic activities (e.g., seminars, publishing) within in the candidate's institution or professional field to promote the highest standards in scholarship.

Guidelines for Promotion to Associate Professor and Granting of Tenure

Candidates for promotion to this rank will typically have a minimum of five years in rank at ASU and may count the year of application for promotion toward this eligibility requirement, although this is not a requirement. Guidelines for promotion to Associate Professor and granting of tenure for Tenure-Track Faculty are as follows:

Teaching

Candidates should show evidence of effective teaching and mentoring of undergraduate and graduate students, postdoctoral researchers, and others. Evaluations should use a holistic approach based on comprehensive portfolios documenting and assessing teaching and mentoring contributions. Teaching and mentoring activities in support of the ASU Charter and Mission are valued. Examples of teaching and mentoring excellence may include, but are not limited to:

1. Involvement in course development and improvement;
2. Involvement and mentoring of undergraduates in research experiences;
3. Teaching and mentoring that improves the learning experience and academic outcomes for students of all socioeconomic, geographic and demographic backgrounds;
4. Successful mentoring of students or postdoctoral researchers to develop as productive and creative professionals towards their career goals, as evidenced by, for example, advancement towards jobs or graduate school; scholarly presentations, publications, or patentable research; and student grants and awards;
5. Awards or other recognition related to teaching and mentoring;
6. Strong student and peer teaching evaluations, taking into consideration course modality, size, and technical level, and improvement over time.

Research

Candidates should demonstrate a substantial record of leadership in productive, original research and related scholarship that is indicative of future performance at a high level. Research and related scholarship in support of the ASU Charter and Mission is valued. Examples of research excellence may include, but are not limited to:

1. Publishing original research results in reputable, refereed venues;
2. Presenting research results in meetings, conferences, or other scholarly venues;
3. Publishing documented data sets or software in trusted, persistent publicly accessible digital repositories
4. Demonstrating the intellectual leadership for a substantial, sustainable program of creative, original, and independent research contributions;
5. Funding at an appropriate level for scholarly success of the candidate and their research group;
6. Demonstration of an essential contribution in collaborative research;
7. Invitations to present original contributions at other institutions, agencies, or at professional meetings of peers within the candidate's research community;
8. Developing use-inspired research products;
9. Research that contributes to the public good, including research that has purpose and impact, that catalyzes social change, and establishes mutually beneficial partnership with communities;
10. Awards or other recognition for excellence in research.

Service and Outreach

Candidates should present a meaningful record in service and/or outreach, which may include, but are not limited to:

1. Contributing to the shared governance and promotion of the activities of the center, school, college, university, and/or professional community;
2. Serving on committees at the center, school, college, university, and national levels;
3. Participating in scholarly activities related to the candidate's area of research, including reviewing research papers and grant proposals; serving in editorial roles; contributions to symposium and workshop organization; and other professional activities;
4. Community engagement;
5. Participating in activities to support and promote ASU's Charter, mission, and design aspirations within the university, in the candidate's professional community, or beyond.

Additional considerations

All faculty members are eligible to apply for early promotion or promotion clock extensions, and candidates should feel comfortable requesting such modifications. Candidates should refer to the ASU Academic Affairs Manual (ACD 506-03) for details.

Guidelines for Promotion to Full Professor

Promotion to Full Professor will be based on the maintenance of excellent performance in research, teaching, service/outreach, and other professional activities related to job description, with an accelerated trajectory since promotion to Associate Professor. Guidelines for promotion to Full Professor are as follows:

Teaching

Candidates should show evidence of maintained excellence in teaching and mentoring of undergraduate and graduate students, postdoctoral researchers, and others. Evaluations should use a holistic approach based on comprehensive portfolios documenting and assessing teaching and mentoring contributions. Teaching and mentoring activities in support of ASU's Charter, mission, and design aspirations are valued. A portfolio of teaching and mentoring excellence may include, as examples, but are not limited to:

1. Involvement and leadership in teaching and mentoring that improves the learning experience and academic outcomes for students of all socioeconomic, geographic and demographic backgrounds;
2. Pedagogical or curricular innovation, such as obtaining educational grants for students, curriculum improvement, or other innovative instructional activities;
3. Involvement and mentoring of undergraduates in research experiences;
4. Successful mentoring of students or postdoctoral researchers to develop as productive and creative professionals towards their career goals, as evidenced by, for example, advancement towards jobs or graduate school; scholarly presentations, publications, or patentable research; and student grants and awards;
5. Awards or other recognition related to teaching and mentoring;
6. Effective, and inspired teaching at all levels, as evidenced by strong student and peer teaching evaluations and other measures, taking into consideration course modality, size, and technical level.

Research

Candidates should demonstrate a record of excellence, leadership, and expansion of a productive and original research program with impacts and/or recognition at a national or international level. Research

and related scholarship in support of ASU's Charter, mission, and design aspirations are valued. A portfolio of research excellence may include, as examples, but are not limited to:

1. A substantial and coherent body of original research or other scholarship that defines and/or significantly enriches one or more areas of complexity sciences;
2. A substantial flow of publications and other research products in high-quality, refereed outlets;
3. Strong national or international recognition for excellence in research and related scholarship, including invited lectures, elected office, honors, awards, or other recognition;
4. Demonstrated leadership in collaborative research;
5. Demonstrated funding at an appropriate level for accelerated and sustained scholarly success of the candidate and their research group;
6. Leadership and impact in research that contributes to the public good, including research that has purpose and impact, that catalyzes social change, and establishes mutually beneficial partnership with communities.

Service and Outreach

Candidates should show evidence of leadership in service and outreach to the school or center, university, national or international professional community, and the public. A portfolio of leadership in service and outreach activities may include, as examples, but are not limited to:

1. Contributions and leadership toward the shared governance and promotion of the center, school, college, university, and/or professional community;
2. Substantial impact and outreach to connect research or related scholarship with the broader public, including for the benefit of underserved communities;
3. Actions and leadership to strengthen support and promote ASU's Charter, mission, and design aspirations within the university, in the candidate's professional community, or beyond;
4. Service to the candidate's field, including serving as a publication editor, holding a position as officer in professional organization, or service on review panels and boards for international and/or national professional organizations;
5. Leadership roles in international and/or national professional societies, or other professional organizations.