


<b>College/ Independent Unit</b>	The College of Liberal Arts and Sciences
<b>Academic Unit/ Department, if any**</b>	School of Earth and Space Exploration
<b>Choose document type</b> (bylaws or criteria Document?): Tenure/Tenure Track Faculty Promotion and Tenure Criteria	
<b>If bylaws, does it include criteria for promotion/continuing status/tenure?</b> N/A	
<b>Please concisely list the ranks included in the criteria (if relevant).</b> <ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Professor</li> </ul>	

**Unit and college approval**

<b>Date of approval by the faculty and/or academic professionals</b>	February 8, 2026
<b>Date of review by the dean (or lead of independent unit)*</b>	February 9, 2026

**Provost office approval**

	Patricia Friedrich	February 20, 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 GUIDELINES**

**School of Earth and Space Exploration**

**Dec 11, 2025**

**v.4**

**Faculty approved**

**Feb 8, 2026**

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## **1 Scholarship**

The School of Earth and Space Exploration (SESE) considers scholarship to be activities that advance discovery, knowledge, and understanding of the universe we live in through teaching and mentoring, performing research, and performing service to the university, to academic and professional communities, and to society as a whole. This range is fully manifest in SESE, where a broad range of processes and environments are explored, beginning with our Earth and extending to our solar system, our galaxy, and the universe beyond. These studies are conducted through individual research programs involving experimental, observational, and theoretical studies in the field, laboratory, classroom, or other settings, as well as instrument development projects, collaborative networks, and transdisciplinary research programs that include field campaigns, major telescope observing projects, computational simulations, experiments, and spaceflight missions of exploration. This work spans scholarly activities of fundamental, applied, or translational research, engineering development, professional and community-engaged scholarship, leadership, service and outreach, and education. The expectations for the scholarly contribution from each faculty member reflects a balance consistent with the individual's skills and interests and SESE's overall mission and goals. Evaluation of scholarship acknowledges that each faculty member is unique and contributes in unique ways. The primary expectation is demonstrated excellence, growth in the quality and impact of scholarship over time, superior intellectual attainment, and leadership in the individual's field in the context of the individual's appointment responsibilities. Accomplishments indicating excellence, impact and leadership are expected to look different across the diverse research fields and activities in which SESE faculty engage.

## **2 SESE Values in Support of the ASU Charter**

Arizona State University (ASU) and SESE are committed to the values of the ASU Charter. All faculty members are responsible for helping to ensure that the values of the ASU Charter are achieved. Academic contributions of faculty members in research, teaching, and service or outreach that promote inclusive excellence are critical elements of the faculty endeavor, are valued in the consideration for promotion and tenure, and should be recognized, evaluated, and credited in the academic personnel process along with other achievements. In support of SESE's values, candidates for promotion and tenure should discuss their contributions to and impact on the ASU Charter in their application portfolio.

SESE's faculty members are expected to educate themselves about behaviors and explicit and implicit biases that may impact research, teaching, and service/outreach, and should be aware of biases in evaluating any candidates' contributions. Within the limits set by the provost, 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 about inclusive excellence allowing the candidate the opportunity to pursue scholarly activities that meet or exceed the criteria for promotion and tenure.

### **3 Faculty Scholarship Activities**

#### **3.1 Teaching**

SESE defines teaching to include instructional activities that occur both inside and outside of the physical and virtual classroom environment, as well as the formal and informal mentorship of students and scholars at all levels.

Excellence in teaching entails stimulating creative and analytical thinking within and between disciplines and inspiring students to learn in different ways. Demonstrated effectiveness in student-centered pedagogy is a primary consideration of teaching excellence, including advancing equitable access and outcomes for students of all backgrounds. Other aspects of importance include expertise and cogency in content delivery, availability to students, class organization, and curriculum development and improvement. Leadership in developing educational or mentoring programs, advising, coordination of curriculum, and activities that enhance our student's learning and career development experiences are additional, important indicators of teaching excellence.

Another valued teaching component is direct mentoring of postdoctoral scholars, faculty members, or other professionals at or outside of ASU. Mentoring takes many forms and may occur in an academic setting, in the laboratory, or in the field. It 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 community members learn and succeed according to their chosen research and career directions.

Evidence of the quality of teaching and promise for continued excellent performance will include information in the candidate's required personal statement, supplemental documentation provided in accordance with University procedures in the promotion dossier, at least one peer or supervisory review of teaching and associated instructional materials, and a summary of student evaluations collected and reported in accordance with University procedures. The student numerical evaluations of teaching required by ABOR are assessed relative to other courses within SESE of similar class modality, size, and technical level, and with awareness of known biases, uncertainties, and inconsistent response rates in such evaluations. The evaluation of instructional materials will consider relevant factors such as student learning, and the contribution of the course to SESE's curriculum, pedagogy, and the scholarship of instruction. The assessment of teaching quality 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 across different groups, laboratories, and other contexts. Peer evaluation of teaching is a required part of this evaluation.

Quantitative measures of teaching loads are evaluated in the context of the candidate's workload distribution in consultation with the SESE Director or Associate Director for the Faculty.

### **3.2 Research**

Excellence in research or other creative work, and a commitment to a productive research program, are requirements for all faculty members. Expectations for research are evaluated in the context of ASU's peer or aspirational peer institutions. Collaborative and interdisciplinary investigations are an important aspect of research and are encouraged. However, each faculty member is expected to provide the intellectual leadership for a program of creative, original, and independent research contributions.

Factors that enter 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, (which is expected to differ across SESE's faculty) and should appear in peer-reviewed venues respected for rigorous standards in the candidate's research area. Extended conference proceedings, in particular those which are peer-reviewed, are also appreciated.

The quality of research contributions should include the impact of the scholarly work in the candidate's research area, as well as consideration of the societal impact of that research. The research program should contribute to the ASU Charter in research, with examples that may include developing and evaluating inclusive research and training environments; leading or participating in a research group related to inclusive excellence; and other such contributions.

Quantitative measures of research productivity include regular dissemination of results and other creative work in peer-reviewed outlets (e.g., professional journal and extended conference proceedings publications), conference presentations, the development of instruments and tools, mission participation, the registration of patents, and the production of data and software repositories. 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.

A successful research program normally requires resources beyond those the University can provide. These might include funding to support research activities, telescope observing time, high performance computing time, or access to external facilities. Research and other original and creative work may be supported from external sources such as state and federal granting agencies, private companies, foundations, and facility time allocation committees. Faculty members are expected to work to obtain sufficient support to conduct a vigorous program of research and other scholarship. The level of external support should fit the needs of the individual's research program (e.g., more financial support does not necessarily mean a better research program) and be considered in the context of the external funding environment during the evaluation time window. The measure of success is the quality, quantity, and impact of the research and creative work, rather than the cost of support received and resources expended.

### **3.3 Service and Outreach**

All tenure-track faculty members, regardless of their level 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 SESE, related centers, The College, or the University and furthering inclusive excellence, consistent with the ASU Charter, within ASU and beyond. Service may include professional activities such as active participation and leadership in professional societies, and on committees and initiatives at all levels; organizing conferences, workshops, and sessions; reviewing funding and facility time allocation proposals, manuscripts, or abstract submissions, and other editorial roles; active participation in student groups; and in 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.

#### **4 Tenure-track Faculty Promotion and Tenure**

The purpose of promotion is to recognize and reward accomplishment [ACD 506-05]. Promotion is awarded on the basis of proven excellence and the promise of continued excellence. Promotions of tenure-eligible faculty to the ranks of Associate Professor or Professor may be accompanied with tenure. Tenured appointments are those with a claim of entitlement to continued employment. Tenure is awarded on the basis of excellence and the promise of continued excellence, which is measured not only by individual achievement but also by contributions to the academic unit's and university's current and future mission and objectives [ACD 506-04].

Tenure-accruing or tenured faculty [ACD505-02] must be involved in academic activities which, taken together, constitute a full workload (i.e. 100%). Contributions must be made in teaching, research, and service (which includes contributions to SESE's goals around inclusive excellence and/or the ASU Charter). Normally, teaching and research activities will each vary between 30% and 60%, and service activity will normally vary between 10% and 30%. The distribution of effort in these areas should match as closely as possible the skills and predilections of each faculty member.

##### **4.1 Guidelines for Promotion to Associate Professor and Granting of Tenure**

The guidelines for promotion to Associate Professor and granting of tenure that are presented below are intended to provide a framework for understanding the expectations for promotion and tenure. In addition, each candidate is encouraged to work closely with their faculty mentors, the SESE Director and Associate Directors, and the Personnel Committee throughout the tenure preparation process for guidance and recommendations that are specific to each candidate's experience and expertise. The promotion and tenure guidelines differ from those for the annual evaluation, which are intended to ensure an acceptable standard of yearly activity, whereas tenure and promotion is based on demonstrated excellence and the promise of continued excellence over an extended period of time.

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.

#### **4.1.1 Teaching**

Candidates for promotion to Associate Professor should show evidence of effective teaching and mentoring of undergraduate and graduate students, and if appropriate, 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 are valued. Faculty are expected to teach undergraduate and/or graduate courses consistent with the percentage effort agreed upon in the individual faculty workload distribution. This corresponds to one 3-credit course per semester for a typical teaching workload, with a distribution of courses as needed to meet SESE's educational needs.

Evaluation of teaching performance will include self-, peer-, and student teaching evaluations. The primary indicator of effective teaching performance will come from SESE's Instruction Evaluation Committee including a self-evaluation, a classroom visit, and a discussion with a peer evaluator from the Instruction Evaluation Committee. SESE's peer evaluation process is informed by education research and is, therefore, a robust mechanism for evaluating teaching excellence. With respect to student evaluations, those evaluating promotion cases at ASU, at any level including at the unit, college and university level should recognize that student evaluations may be subject to bias.

For promotion reviews, teaching evaluation scores should be interpreted in the context of the unit mean and its standard deviation, recognizing that variation around the mean is normal and that scores slightly below the average but within one standard deviation are not evidence of a "pattern" of low performance. We avoid the mistaken expectation that every score must be above the department average to be considered strong, and instead evaluate performance based on well-established statistical norms rather than perceptions that misinterpret averages or disregard standard deviation.

Examples of teaching and mentoring excellence may include, but are not limited to:

- Contribution to the development or improvement of course or program curricula.
- Effective advising and 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, patentable research, or student scholarships, fellowships, grants, and awards.
- Effective teaching that follows recognized best-practices as indicated by strong teaching evaluations, taking into consideration course modality, size, and technical level, and improvement over time.
- Inclusive teaching and mentoring that improves the learning experience and academic outcomes for all students.
- Mentoring of undergraduates in research experiences, senior capstone projects, or honors and senior thesis projects.
- Receiving recognition of teaching and mentoring excellence.

- Delivering “short courses”, “lecture series”, “summer schools” in specialty areas at local, national, or international venues.
- Developing programs to enhance inclusive excellence in related professions.
- Establishing interdisciplinary teaching collaborations within SESE, the College, the University, or beyond ASU.
- Participating in training and workshops to develop and implement best-practices in teaching and/or mentoring.

#### **4.1.2 Research**

Candidates for promotion to Associate Professor 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 is valued.

Evidence of the quality of research and promise for continued excellence may be measured by indicators such as the importance, innovativeness, and relevance of the work as suggested by external letters; the quality of the journals; quantitative evidence of excellence and impact in the candidate’s respective field(s); and information in the candidate’s required personal statement. Faculty are expected to perform research consistent with the percentage effort agreed upon in the individual faculty workload distribution. A portfolio of research excellence may include, but is not limited to:

- Demonstrating the intellectual leadership for a substantial, sustainable program of creative, original, and independent research. Independent research may be performed within a larger collaboration that shares a common objective.
- Disseminating research results that substantially enrich the relevant field as a significant author in peer-reviewed journal publications or conference proceedings, in books, book chapters, or monographs, or in other forms (e.g., published datasets, maps, software, or survey instruments) as appropriate for the candidate’s research community. Authorship by student mentees counts as authorship for the faculty mentor.
- Actively seeking external research resources (e.g., funding or observing time) at an appropriate level for the scholarly success of the candidate’s research program and as appropriate in the context of the external funding environment during the evaluation time window.
- Presenting research results at meetings, conferences, or other scholarly venues, especially through invitations to present original contributions at other institutions, agencies, or at professional meetings within the candidate’s research community.
- Demonstration of essential contribution in collaborative research and/or establishing interdisciplinary research collaborations within SESE, The College, the University, or beyond ASU.
- Developing innovative laboratory facilities, experimental techniques, instrumentation, or computer programs that lead to advances in the candidate’s research field or to new research opportunities.
- Participating in long-term collaborative projects, such as space missions or major instrument development, or extended campaigns of observing, field work, monitoring, evaluation, or other data collection.

- Performing research that contributes to the public good.
- Receiving awards or other recognition for the excellence and impact of research results.
- Serving as investigator on major equipment or support grants.

Consideration should be made for the fact that some activities, for example mission, instrument, and tool development or large collaborative projects, may take a longer time to develop and mature due to the kinds of data collected or sensors developed.

#### **4.1.3 Service and Outreach**

Candidates for promotion to Associate Professor should present a meaningful record in service and/or outreach, consistent with the percentage effort agreed upon in the individual faculty workload distribution, which may include, but is not limited to:

- Contributing to the shared governance and promotion of the activities of SESE, related centers, The College, the University, and/or the professional community
- Serving on committees within SESE, related centers, The College, or the University
- Serving as an academic advisor to SESE undergraduate students
- Participating in scholarly activities related to the candidate's area of research, including:
  - Holding elected office in professional organizations
  - Serving on professional committees
  - Reviewing research papers, grant proposals, time allocation proposals, or conference abstract submissions
  - Serving in an editorial role for a professional journal
- Contributing to symposium and workshop organization
- Contributing to the management or oversight of a facility
- Participating in activities to strengthen the ASU Charter and recruitment and retention goals in SESE, at the University, in the candidate's professional community, and beyond
- Conducting outreach activities for the public, local schools, and community

#### **4.1.4 Additional considerations**

All tenure-track faculty members are eligible to apply for early tenure or for tenure-clock extensions. Approved modifications to a candidate's tenure clock shall not change the promotion criteria or otherwise influence the evaluation other than to change the schedule. Candidates should refer to the ASU Academic Affairs Manual (ACD 506-03) for details.

The level of participation and accomplishment of faculty members in each of the three categories above may vary from year to year and at various stages of an individual's career. It may also vary in response to SESE's needs or to accommodate uncommon activities such as extended field or observational work in distant locations, assignment to national committees, construction of laboratory apparatus, or special assignments.

#### **4.2 Guidelines for Promotion to Full Professor**

Promotion to Full Professor will be based on the maintenance of excellent performance in research, teaching, and service/outreach, at a level beyond that reflected in the promotion decision to

Associate Professor (ACD 506-05). A key component of this promotion is demonstrated sustained excellence and improvement in the quality, breadth, reach, and impact of the individual's activities. While it is common for candidates to spend at least five years in rank before promotion to Full Professor, there is no requirement to attain promotion within a set time. Candidates are encouraged to maintain steady progress of professional development and advancement.

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 a variety of career paths, forms of scholarship, service commitments, and lived experiences that shape a candidate's work and impact.

#### **4.2.1 Teaching**

Candidates for promotion to Full Professor should show evidence of sustained excellence in teaching and mentoring of undergraduate and graduate students, postdoctoral researchers, and others. Evaluations should use a holistic approach based on comprehensive teaching portfolios documenting and assessing teaching and mentoring contributions. Teaching and mentoring activities in support of the ASU Charter are valued. Faculty are expected to teach undergraduate and/or graduate courses consistent with the percentage distribution agreed upon in the individual faculty workload distribution.

Similar to the case of promotion to Associate Professor with tenure, student evaluations are considered along with peer and self-evaluations. The primary indicator of effective teaching performance will come from SESE's Instruction Evaluation Committee including a self-evaluation, a classroom visit, and a discussion with a peer evaluator from the Instruction Evaluation Committee. SESE's peer evaluation process is informed by education research and is, therefore, a robust mechanism for evaluating teaching excellence.

With respect to student evaluations, those evaluating promotion cases at ASU, at any level including at the unit, college and university level should recognize that student evaluation may be subject to bias. For promotion reviews, teaching evaluation scores should be interpreted in the context of the unit mean and its standard deviation, recognizing that variation around the mean is normal and that scores slightly below the average but within one standard deviation are not evidence of a "pattern" of low performance. We avoid the mistaken expectation that every score must be above the department average to be considered strong, and instead evaluate performance based on well-established statistical norms rather than perceptions that misinterpret averages or disregard standard deviation.

A portfolio of teaching and mentoring excellence may include, but is not limited to:

- Leadership in course and curricula development and improvement.
- Sustained excellence in the advising and mentoring of students and/or postdoctoral researchers to develop towards their career goals. These activities may include, for example, advancement towards jobs, graduate school, or post-doctoral positions and success in receiving undergraduate and graduate student internships, scholarships, grants and awards, student scholarly presentations and publications, or patentable research.

- Sustained excellence in inspirational and innovative teaching as indicated by strong teaching evaluations and awards or other recognition of teaching and mentoring excellence (see details above).
- Sustained excellence in inclusive teaching and mentoring that improves the learning experience and academic outcomes for students.
- Expanding the reach of teaching through the development and implementation of short courses, lecture series, or summer programs in specialty areas at local, national, or international venues.

#### **4.2.2 Research**

Candidates for promotion to Full Professor should demonstrate a record of sustained excellence, leadership, and expansion of a productive and original research program. Research and related scholarship in support of the ASU Charter are valued. A portfolio of research excellence may include, but is not limited to:

- A substantial and sustained program of creative, original, and independent research that is nationally and internationally recognized, with demonstrated efforts towards acquiring resources at an appropriate level for the growth and scholarly success of the candidate and their research group and the external funding environment during the evaluation time window.
- A substantial body of original research that defines and significantly enriches one or more areas of the SESE research goals.
- National or international recognition and leadership as evidenced by invited presentations at conferences and universities, professional awards, and/or election to positions in national and international professional societies.
- Leadership or significant participation in major research programs, such as spaceflight projects, major field or observing campaigns, instrument or facility development, software or tool creation, or other national or international research
- Leadership in research that contributes to the public good.

#### **4.2.3 Service and Outreach**

Candidates for promotion to Full Professor should show sustained contributions and evidence of leadership in service and outreach to SESE, related centers, The College, the University, national or international professional community, and the public. A portfolio of leadership in service and outreach activities may include, but is not limited to:

- Significant contribution and leadership of the shared governance and promotion of the activities of SESE, related centers, The College, the University, and/or the professional community.
- Leadership roles in service to the candidate's field, including serving as a publication editor; holding elected office or leadership roles in professional societies or organizations; organizing conferences; providing strategic leadership for decadal reviews, major facilities, or professional programs; or serving on professional committees, review boards, and panels.

- Leadership in activities to strengthen inclusive excellence and recruitment and retention goals in SESE and at the University, in the candidate's professional community, and beyond.
- Leadership in conducting outreach activities that connect SESE's research goals and activities to the needs and interests of the public, local schools, and the community.

#### **4.2.4 Additional considerations**

The level of participation and accomplishment of faculty members in each of the three categories above may vary from year to year and at various stages of an individual's career. It may also vary in response to SESE's needs or to accommodate uncommon activities such as extended field or observational work in distant locations, assignment to national committees, construction of laboratory apparatus, or special assignments.