




College/ Independent Unit	Thunderbird School of Global Management
Academic Unit/ Department, if any**	N/A
Choose document type (bylaws or criteria Document?): Career Track Faculty Criteria & Guidelines	
If bylaws, does it include criteria for promotion/continuing status/tenure? N/A	
Please concisely list the ranks included in the criteria (if relevant).	

Unit and college approval

Date of approval by the faculty and/or academic professionals	April 27, 2026
Date of review by the dean (or lead of independent unit)*	April 29, 2026

Provost office approval

	Patricia Friedrich	May 5, 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.

Thunderbird School of Global Management

PART 3

Career Track Faculty Promotion Criteria

PROMOTION CRITERIA – CAREER FACULTY TRACK APPOINTMENTS

One of the central aspirations of the Thunderbird School of Global Management is to be recognized as a leading institution in international business education. To support this objective, the School's faculty promotion policies are designed to uphold and advance the standards of academic excellence embraced by both Arizona State University and Thunderbird. The continued success of the School depends on the advancement of faculty who demonstrate exceptional potential and sustained achievement in their professional roles. Candidates may qualify on the basis of substantial professional accomplishments, applied expertise, or industry leadership. Excellence in teaching and service remain the primary criteria, with intellectual contributions valued and recognized when present. Thunderbird's identity as a professional school is rooted in a dual ethos: excellence in teaching and service, alongside recognition of applied and practice-based intellectual contributions. While scholarly achievements are valued when part of a faculty member's workload, practice-oriented contributions—such as industry engagement, case writing, or applied research—are equally integral to Thunderbird's mission and are fully recognized in promotion considerations.

Promotion—Overview

The procedures relevant to promotion to all career track faculty ranks should begin with the candidate. The candidate should initiate these procedures, in counsel with the Deputy Dean, by submitting in writing a request for promotion consideration. All materials to be considered must be submitted by dates provided each year by Arizona State University.

A candidate for promotion must make available to the Deputy Dean and Personnel Committee (PerCom) all data regarding his/her performance in the areas of teaching, intellectual contributions, service, and other professional activities by September 1. It is the responsibility of the candidate to provide a complete accounting of this performance data during their employment period at Thunderbird. Materials to be submitted are the same as those for consideration for any academic rank promotion except career-track candidates for promotion shall not be required to submit review letters from outside of ASU.

The PerCom will submit its formal recommendation to the Deputy Dean in line with the prescribed ASU dates. The Deputy Dean shall present a separate opinion to the Director General and Dean in addition to the committee's consensus opinion. The Director General and Dean will subsequently submit the entire packet to the Provost's Office for the final decision. The Director General and Dean will inform the candidate of the promotion decision by the prescribed ASU date.

General criteria:

Thunderbird employs career-track faculty under titles including Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor, Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

1. For Career Track Faculty, teaching and service constitute the primary basis for promotion decisions. Intellectual contributions may enhance a candidate's record, but shall not diminish the weight accorded to teaching and service unless scholarship is explicitly part of the faculty member's assigned workload. Equivalent professional distinction, substantial industry experience, or recognized applied contributions may serve as alternative qualifications, consistent with ASU practice across colleges.
 - **Clinical Assistant Professor/Assistant Teaching Professor.** Faculty appointed as Clinical Assistant Professors/Assistant Teaching Professors are usually in the initial stage of their academic career and are appointed on the basis of their potential for professional development and contribution to School goals.
 - **Clinical Associate Professor/Associate Teaching Professor.** In general, promotion from Clinical Assistant to Clinical Associate Professor or Assistant Teaching to Associate Teaching Professor will be merited where a candidate has consistently demonstrated excellence in teaching and service. Teaching excellence includes a high level of competence in the classroom and course development related activities, a capacity for strong student support, and has achieved significant professional recognition. Consistent excellence in service, which includes leadership roles in the school or university level committees, is also important. Evidence should show sustained excellence in teaching and service, effective student support, and growing contributions to program or committee work appropriate to the associate rank.
 - **Clinical Professor/Teaching Professor.** The general criteria for promotion to Clinical Professor or Teaching Professor is that faculty have demonstrated sustained excellence beyond a level required for Clinical Associate Professor and Associate Teaching Professor respectively, with clear evidence of leadership and impact in teaching, service, and professional engagement. Candidates should demonstrate school and university leadership, broader external professional leadership, and impact beyond Thunderbird, commensurate with the full rank. The record should reflect sustained excellence plus clear evidence of leadership, visibility, and influence in the profession.

Appointment or promotion to the rank of Clinical Professor/Teaching Professor is reserved for individuals with a substantial record of demonstrated excellence in their professional field. This title should be awarded only to faculty who have shown exceptional performance and made significant professional and intellectual contributions to their discipline.

Promotion to Clinical Professor/Teaching Professor is not granted based on length of service alone. Rather, it recognizes outstanding achievements in the scholarship of teaching and service, reflecting a sustained and meaningful impact on the academic and professional community.

Given that Clinical Professors/Teaching Professors are expected to provide leadership in curriculum development, organizational initiatives, and service activities, evidence of such leadership, either through a demonstrated track record or a compelling potential, must be a component of the promotion decision.

Accordingly, promotion to Clinical Professor/Teaching Professor includes an evaluation of the candidate's contributions to the Thunderbird scholarly community through service. While scholarly achievements are commendable and may strengthen the case, the primary criteria for promotion from Clinical Associate Professor to Clinical Professor or Associate Teaching Professor to Teaching Professor are demonstrated excellence in both teaching and service.

Review Process

The evaluation of career track faculty for promotion is an important decision that must be carefully and thoroughly deliberated. After the candidate notifies the Deputy Dean of their intent and documents and other information to support the candidate's position have been distributed, a three-stage evaluation process will be followed:

1. PerCom Evaluation: The recommendation and accompanying rationale will be forwarded to the Deputy Dean.
2. Deputy Dean Evaluation: The Deputy Dean will make their recommendation, which will be forwarded to the Director General and Dean.
3. The Director General and Dean Evaluation: The Dean forwards the entire promotion dossier, including committee reviews and recommendations, to the Provost's Office for the final decision.

Career-track promotion cases follow three levels of unit review. First, PerCom (or a dean-appointed ad hoc career-track review committee at or above the rank sought) conducts a thorough review and issues a written recommendation. Second, the Deputy Dean conducts an independent review and issues a written recommendation. Third, the Dean conducts an independent review and forwards the complete dossier, with recommendations, to the Office of the University Provost for final decision.

Data Required: Refer to the ASU Academic Personnel website for the current process guide for career-track faculty promotion.

A candidate seeking for promotion should submit the following materials for review:

- A current curriculum vita.
- Written evaluations accumulated during the candidate's professional career at Thunderbird and elsewhere, covering any aspect of his/her professional endeavors, including:
 - Summary of student evaluations of teaching.
 - Peer evaluations of teaching and/or scholarly activity.
 - Participant and peer evaluations of management development, education, or other professional activities.
 - Evidence of significant achievements, such as national or international awards, professional recognition, service to Thunderbird and the community.
 - Relevant reprints of any scholarly writing, including articles, books, case studies, monographs, and other papers.
 - Examples of instructional development material, such as outlines, computer programs and other classroom materials. (Please note that candidates only have 50 pages between

BOTH teaching and supplemental materials.)

Specific Criteria

Teaching

Outstanding teaching is characterized by a faculty member's ability to foster analytical and creative thinking in students, particularly in the context of management decision-making. This should be interpreted broadly to reflect the intellectual diversity of instructional disciplines within Thunderbird.

Faculty are expected to motivate and actively engage students in the learning process, encouraging intellectual curiosity and critical inquiry. A strong commitment to pedagogical excellence includes not only the effective delivery of course content but also the development of original instructional materials tailored to the course objectives and student needs.

In addition, faculty should demonstrate a sustained interest in the scholarly literature and research within their academic field, as well as an awareness of contemporary issues and challenges faced by practitioners.

Accessibility to students and a demonstrated ability to support them in overcoming academic challenges are also essential. Faculty should be responsive, approachable, and collaborative in helping students navigate and master the subject matter.

Criteria for promotion include:

- Overall assessment of performance on the six components related to teaching (Course Delivery, International Perspective; Contemporary in Content; A Blend of Scholarly and Applied; Student Support and Counseling, and Contribution to Curriculum Integration)
- The breadth of teaching capabilities, or the ability to teach a variety of courses at Thunderbird.

Illustrations of Teaching

The following activities (not rank ordered) are examples of activities that may be considered in this evaluation:

- Classroom teaching in programs leading to academic degrees.
- Teaching in School-related executive education programs (degree and non-degree) and comparable programs developed for professional organizations.
- Directing and coordinating courses or course projects.
- Online teaching (degree and non-degree)
- Working with students outside the classroom on course materials, and counseling students on course selection, career choices, and related matters of student concern.
- Preparing teaching materials such as textbooks, books of readings, cases and case teaching notes, bibliographies, business games, computer programs, business simulations, and other concise artifacts of course design.

- Developing a course, sequence of courses, curriculum changes, or new and effective techniques of instruction for academic programs, school-related continuing education programs, and educational programs of professional organizations.
- Publications or the presentation of papers or seminars on teaching.
- Lectures or teaching at other universities or professional meetings.

Evidence of Teaching Effectiveness

Significant types of evidence of teaching effectiveness include but are not limited to the following (not rank-ordered):

- Various student evaluations, particularly those administered using forms adopted by Thunderbird.
- Evaluations by participants in School-related executive education (non-degreed) programs and in comparable programs for professional organizations.
- Faculty peer evaluations, particularly if based on classroom visitations, on attendance at lectures, academic presentations, or on participation in team teaching.
- Evaluations by former students, particularly graduates who have achieved notable professional success.

Intellectual Contributions

High-quality scholarly writing is an increasingly important activity of professional schools. Faculty members should show superior intellectual attainment and creativity in their writings, including evidence of continuous and effective activity.

For clarity, Thunderbird distinguishes between “intellectual contributions” and “scholarly contributions.” Intellectual contributions include applied outputs such as cases, practitioner articles, policy papers, or industry reports. Scholarly contributions refer to peer-reviewed academic publications. Both are valued, but only scholarly contributions are required when scholarship is explicitly part of a faculty member’s assigned workload.

For Career Track Faculty, intellectual contributions are welcomed and valued. However, such contributions are required only if scholarship is explicitly part of the faculty member’s assigned workload.

Evidence of Scholarly Writing

Textbooks, cases (and related teaching notes), computer programs, business simulations, reports, and similar publications will be considered evidence of scholarly activity. The significance of where and how writings are disseminated should also be evaluated during peer review. Consequently, published work outweighs unpublished work and solely authored work outweighs joint-authored work. Work in progress should also be considered whenever possible, with careful consideration of a faculty member’s ability to bring work to closure. In the case of joint publication, the specific role of the faculty member who is being considered for promotion must be established as clearly as possible. Note: This only applies when relevant to the Faculty member’s workload in the areas articulated above.

Service

Service, as described earlier, are those faculty behaviors and activities that enhance the mission of Thunderbird, but are not classified as Teaching or Intellectual Contributions.

Faculty members have service obligations to ASU, Thunderbird, their academic disciplines or professional fields, and the larger community. Illustrations of service include, but are not limited to, the following activities (not rank ordered), in addition to attendance at scheduled Thunderbird functions:

- Making a significant contribution as a chairperson, administrator, or facilitator for an academic group or committee—appointed or elected.
- Making contributions through service on student-faculty committees or as an adviser to student organizations.
- Serving as an officer of an academic or professional association—appointed or elected.
- Serving as a speaker or presenter at non-school meetings in areas of professional competence.
- Serving as an organizer or liaison between groups desiring workshops, panels, or meetings in areas of professional competence.
- Creating executive management development programs, short courses, conferences and seminars relating to the professional community.
- Serving on committees providing expertise to local, state, regional, national or international communities.
- Serving as a consultant to public or private organizations provided that such services are supportive of the faculty member's total School commitment and not in conflict with that commitment.
- Student advising.
- Preparing or facilitating the receipt of varied grants and contracts.

Evidence of Service

Significant types of evidence of service include but are not limited to the following (not rank-ordered):

- Positive, constructive, supportive contributions toward Thunderbird achieving its mission.
- Overall pattern of activity contributes to the betterment of Thunderbird, its students, staff, and faculty.

Service obligations and committee work are standard responsibilities within academic institutions. However, simply being listed as a committee member does not, by itself, constitute evidence of meaningful service contributions. When service is presented as a significant factor in performance evaluations for promotion, it should be supported by testimonial letters or other documentation. These may come from individuals at Thunderbird, other academic institutions, external organizations, or beneficiaries of the service provided.