

*****This criteria is prior to the College of Health Solutions re-org effective 10/1/18. P&T candidates who have already completed their probationary review as of the 2018-2019 cycle may choose to use this criteria or new college criteria*****

**College of Health Solutions
School for the Science of Health Care Delivery
Criteria for tenure track faculty appointment, promotion and tenure, and
retention**

Approved by the faculty of the School on 10/10/2016

Approved by the Dean on 10/14/2016

Approved by the Provost - Undetermined

PROMOTION AND TENURE: PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Overview:

ACD 506-05: The purpose of promotion is to recognize and reward accomplishment. Promotion is awarded on the basis of proven excellence. Promotion from assistant professor to associate professor will be granted if the faculty member has achieved objective excellence in scholarship and/or creative activity, instructional contributions, and service consistent with school criteria.

Unit Criteria¹:

1. ***Excellence in scholarship:*** The programs expect that the candidate will have established an independent research program that has been successful in both obtaining external grants and publishing meaningful and novel peer reviewed research. A successful candidate will present evidence that he or she is contributing to their discipline in important ways that are clearly visible and significant; that the candidate is conducting high quality work as judged by his or her peers; and that he or she is making an impact in the field. A successful candidate should have a sustainable plan for future contributions to their respective field.

Evidence of Excellence in Scholarship

- A. An established independent research agenda with a clear and focused identifiable theme
- B. Dissemination of work in leading peer-reviewed journals in the candidate's discipline(s), demonstrating:
 - i. A steady record of publications in peer reviewed journals at or above the quantity and quality expected for the candidate's respective discipline.
 - ii. Contributions to the scholarly literature that, in large part, reflect the candidate's original or independent contributions (e.g., lead author, first author, senior author, corresponding author, or other prominent role on the publication).
- C. Strong scholarly impact in the candidate's discipline(s). Scholarly impact may be evaluated through the following metrics:
 - i. External peer reviews of disseminated work
 - ii. Impact factor scores
 - iii. Citation numbers
 - iv. H index
 - v. Documented influence on intended audience or impact on field
- D. Developing trajectory of extramural funding commensurate with candidate's discipline to support research activities
- E. Submission of additional products representing promising future contributions to scholarship and research (e.g., manuscripts) beyond those already published

In evaluating the candidate's research, the promotion and tenure committee will weigh the tradeoffs

¹ University requires excellence for promotion and tenure at the research and scholarly activities and instruction expectations. Service is acceptable at the "satisfactory" or "acceptable" levels per ACD506-06, unless the unit is one where public service is an integral part of the mission.

Arizona State University
School for the Science of Health Care Delivery

among the evidence provided. Both quantity and quality of scholarly work and the candidate's contribution to the work will be considered. There is no minimum number of publications necessary for promotion, nor is there any number that guarantees promotion.

2. ***Excellence in instruction:*** The programs expect that the candidates will have established themselves as effective instructors and mentors

Evidence of Excellence in Instruction

- A. Teaching philosophy statement
- B. Student evaluation scores near, at, or above unit averages and presented in a summary table²
- C. Peer review of instructional materials (e.g., syllabi, assignments (graded and ungraded), web-based course) and/or of classroom performance/leadership
- D. Professional development activities completed to improve teaching ability³
- E. Innovative classroom projects/products
- F. Student successes/accomplishments such as awards, presentations at national meetings and/or publications
- G. Products that reflect the quality of instruction may be submitted (e.g., peer reviewed publications on pedagogy, examples of innovative student products, course syllabi, etc.)

3. ***Excellence in service:*** The programs expect that the candidate will have established a service record to their unit, the College, the community and to their profession. This includes both quantity of service activities as well as the quality of the contributions.

Evidence of Excellence in Service

- A. Evidence of contribution to the well-being of the college, the university and community
- B. Peer and direct report assessment of contributions to affirmative action/diversity, recruitment and retention, faculty governance, collegial working environments, and professional behavior
- C. Evidence of the importance of one's service to the profession in terms of the national reputation of the unit
- D. Submission of products documenting evaluation of quality of service and its impact

² See Provost's website for recommended format and data to include.

³ To include an assessment of relevant factors such as student learning, the currency of the course, and the contribution of the course to the unit's curriculum, pedagogy, and the scholarship of instruction.

PROMOTION AND TENURE: PROMOTION TO FULL PROFESSOR

Overview:

ACD 506-05: The purpose of promotion is to recognize and reward accomplishment. Promotion is awarded on the basis of proven excellence. Promotion from associate professor to professor must be based on established school and college criteria that reflect a commitment to excellence whereby the faculty member's contributions to his or her discipline have generated new discoveries or models that advance the discipline. Although there is no set time for promotion from associate professor to full professor, it would be unusual for an individual to accumulate the expected record of accomplishment recognized at the national level without working for several years at the associate level. Normally, an overall record of excellence requires national or international recognition for scholarly achievement in one or more areas of faculty endeavor.

Unit Criteria:

1. *Excellence in scholarship: Generation of new discoveries or models that advance the discipline.*

The programs expect that the candidate will have developed a body of work with demonstrated impact beyond that established prior to appointment, promotion, or tenure in current rank at ASU. A successful candidate will present evidence that he or she is continuing to contribute to the discipline in important ways that are clearly visible and significant; that he or she is conducting high quality work as judged by his or her peers; and that he or she is making an impact in the discipline or field. A successful candidate is able to clearly articulate how he or she has advanced the development or growth of the discipline since the most recent appointment, promotion, or tenure.

Evidence

- A. Sustained and independent research that maintains high caliber novel insights into their respective field
- B. Sustained dissemination of work in leading peer-reviewed journals of the discipline(s) at or above the quantity expected for a candidate's respective field.
- C. Scholarly impact in the field may be evaluated by:
 - i. Impact factor scores
 - ii. Citation numbers
 - iii. H score
 - iv. Longevity of influence
 - v. External peer reviews of disseminated work
 - vi. Documented influence on intended audience or community
- D. Sustained trajectory of significant extramural funding to support research (Nationally-competitive extramural grants are the expectation) and graduate student activities where plausible
- E. Submission of additional products representing impactful scholarship and research (e.g., manuscripts) beyond those already published

2. *Excellence in instruction.* The programs expect that the candidate will have established one's self as

Arizona State University
School for the Science of Health Care Delivery

an expert instructor and mentor

Evidence

- A. Teaching philosophy statement
- B. Student evaluation scores near, at, or above unit averages and presented in a summary table⁴
- C. Peer or supervisory review of instructional materials (e.g., syllabi, assignments (graded and ungraded), web-based course) and/or of classroom performance/leadership
- D. Professional development activities completed to improve teaching ability⁵
- E. Innovative classroom projects/products
- F. Student successes/accomplishments such as awards, presentations at national meetings and/or publications
- G. Two products that reflect the quality of instruction may be submitted (e.g., peer reviewed publications on pedagogy, examples of innovative student products, course syllabi, etc.)

3. Excellence in service to society: The programs expect that the candidate will have established a service record to the unit, the College, the university, the profession, and society that serves as support for the promise of continued effectiveness in professional development. Exceptional quality of service should be assessed primarily in relation to service to the profession or the public.⁶

- A. Evidence of impact on the well-being of the unit, college, the university, and society
- B. Peer and direct report assessment of contributions to affirmative action/diversity, recruitment and retention, faculty governance, collegial working environments, and professional behavior
- C. Evidence of the importance of one's service to the profession in terms of the national and international reputation of the unit
- D. Submission of at least two products documenting evaluation of quality of service

⁴ See Provost's website for recommended format and data to include.

⁵ To include an assessment of relevant factors such as student learning, the currency of the course, and the contribution of the course to the unit's curriculum, pedagogy, and the scholarship of instruction.

⁶ ACD506-06